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ABSTRACT

This document describes the Secondary Teacher Education Sequence at Nasson College, Springvale, Maine. Following a brief introduction, the organization of the program is outlined, with emphasis on the following objectives: a) an understanding of the underlying theories of successful teaching and learning; b) observation of the results of the successful application of theory to teaching and learning; c) observation of student development in relation to the classroom teacher; d) the development of skills necessary to evaluate the teaching and learning processes; e) the development of a personal and professional growth pattern; f) an understanding of the effect of school personnel and service on total student development; g) an understanding of human relations; and h) the employment of self-evaluation techniques. A discussion of the role of the student teacher focuses on personal and instructional competencies, observation techniques, lesson plans, and evaluation. Responsibilities of the supervisory teacher are outlined in relation to the student, classroom, and conferences. An evaluation form, questionnaire, placement information, the Maine Certification Criteria (Secondary), media references, and an eight-page bibliography are included. (BRB)

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TEACHER TRAINING: A COMPETENCY-BASED LIBERAL ARTS RATIONALE

by

Bartholomew J. Ciampa, Ph.D.

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Nasson College
Springvale, Maine

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NASSON COLLEGE
SPRINGVALE, MAINE 04083

Office of
The Director of Teacher Training

An Introduction

To Student Teachers and Cooperating Personnel

The student teaching experience serves as the capstone of the Nasson teacher training sequence. It is designed to synthesize the theoretical elements of the academic and professional course training and combine them with the pragmatic elements of an exploratory field experience.

The competency-based (or performance-based) teacher training movement, so much in evidence today, has rapidly swept through teacher education because of the promise it holds for revitalizing the foundations upon which our system of education is based. In competency-based programs, performance goals are delineated and agreed upon before the actual instruction begins. The student preparing to become a teacher, then, should be able to demonstrate his ability to promote desirable learning through his teaching behavior. He is, therefore, responsible for attaining a given level of competency in performing the essential tasks of teaching. Ostensibly, the emphasis is placed upon a demonstrated product or output.

Within the framework of our modern "systems" approach, it is necessary to define the precise nature of the goal which is hoped to be achieved as the first order of business.

The over-riding goal of our program at first glance is deceptively simplistic. It is seen as the development of teachers who will function at the highest possible level of competency in institutions which are devoted to the education of our children.

The obvious scope of this goal and the accountability which the beginning teacher assumes when he accepts the responsibility for the development of our most precious commodity only serve to emphasize the importance of each person involved in the student teachers' self-actualization.

Therefore, those of us who have chosen to take part in this task are morally obliged to pursue this goal with the utmost expediency and principle.

Bartholomew J. Ciampa, Ph.D.
Director of Teacher Training and
Associate Professor of Education

January 1974

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NASSON COLLEGE
SPRINGVALE, MAINE 04083

OFFICE OF THE PRESIDENT

To Student Teachers and Cooperating Personnel:

As you begin this important phase of your training for a teaching career, you have an opportunity which is both stimulating and rewarding. You will carry with you to your work a whole range of ideas and possibilities for innovative procedures in the classroom. At the same time, you will have the good fortune to observe experienced teachers in action and to learn from them some of the acquired wisdom of their years in teaching.

Every day during your student teaching program you will be witness to that most exciting of all processes in our lives - the process by which an individual grasps some new concept as his own. The role of the teacher in modern education is changing. Instead of being a fountain of information to be poured forth for children to absorb, a modern teacher must act as a guide and stimulus for self-motivated knowledge seeking. Today's teacher must be flexible, creative, and, above all, sincerely interested in the development of those personalities entrusted to him. Procedures and problem-solving techniques should be emphasized rather than simply quantities of factual material encountered. The idea is to promulgate a love of learning - whatever the subject or skill involved - which remains with the student and reinforces and enhances his entire life beyond the classroom.

You, as teachers, will deal with our most valuable resource - individual minds. Encourage them, enrich them and increase their scope, but never stifle, ridicule or contribute to their wilful indoctrination.

Carry with you the wisdom which you have gained during your educative process, be receptive to the suggestions of your supervisors, but let your teaching be inspired by that special individuality which only you can create. Your students will benefit from your efforts, and you will find yourself enriched by the knowledge that you were instrumental in providing the atmosphere and spark which resulted in someone's ecstatic cry, "I see!"

Sincerely,

John S. Bailey

John S. Bailey
President

January 1974

INTRODUCTION

Nasson College is a fully accredited, non-sectarian, coeducational, liberal arts college located in Southern Maine. Founded in 1912 as Nasson Institute, the College owes its existence to George Nasson who left a sum of money in 1882 for the establishment of an Institute for women. The growth of the Institute was such that in 1935 the name was changed to Nasson College and the right to award four-year degrees was granted. In 1952, Nasson became coeducational and today enrolls approximately 850 students representing about 30 states and several foreign countries.

Located in Springvale, Maine, (a village within the township of Sanford, having a combined population of about 18,000) Nasson offers students the advantages of a small New England community and is close to cultural and social activities of several cities. Further, the Campus is situated only a short distance from the scenic Maine coast and the White Mountains of New Hampshire, offering an abundance of recreational opportunities in all seasons.

PHILOSOPHY

Nasson College offers a versatile, relevant, individualized education based upon a major commitment to the liberal arts. A liberal arts education, by definition, implies that a student should attain a broadly based education by investigation into the arts and sciences. However, Nasson's curriculum affords each student considerable flexibility to tailor his program to meet his individual needs and concerns. Every student is provided with opportunities to broaden his horizon in his own style. Students are encouraged to take advantage of special study programs whenever possible. Such programs

include an opportunity for both language majors and non-language majors to study abroad, a choice of an Honors Tutorial (independent study), an Honors Thesis project, Reading and Research, and Directed Study.

The College makes available to the student the wisdom, knowledge, and skills of the rich culture of man. In addition, it guides him to the most contemporary scholarship and research, and tries to develop a student who is vitally concerned with the destiny of others.

The academic programs are updated constantly in the light of educational trends and changing world conditions. Faculty procedures, including consultation with the students, encourage the frequent re-evaluation of the total curriculum. A constant concern of the faculty is to consider, to test, and to accept or reject innovation in educational procedure.

ACCREDITATION AND MEMBERSHIP

Nasson College is accredited by the New England Association of Colleges and secondary Schools, and its teacher preparatory program is approved by the State of Maine Department of Education.

The College also holds membership in the American Association of Colleges for Teacher Education, the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, and the Council for the Advancement of Small Colleges.

I. PROGRAM ORGANIZATION

Rationale

Recent research studies, ostensibly designed to determine the characteristics

inherent to effective teachers, seem to be indicating a logical path to be followed in constructing new models for the pre-service/pre-professional teacher training experience.

It seems that when we look at "effective" teachers from the perspective of (1) personal characteristics; (2) teaching and interaction styles; and (3) self and other-concepts; a number of generalizations arise which serve to identify those qualities appearing to contribute to a teacher's effectiveness.

Prior "Effectiveness" Studies (see bibliography)

Don Hamacheck[1] recently synthesized a number of studies which included:

- Hart's study based upon the opinions of 3,725 high school seniors concerning best-liked and least-liked teachers.
- Witty and Bousfield's research dealing with high school and college level student opinion.
- Cogan and Reed's findings dealing with teacher characteristics vis-a-vis student creativity and scientific interest.
- Heil, Powell, and Fiefer's work dealing with the relationship between teacher and pupil personality combinations.
- Spaulding's findings regarding the self-concepts of elementary school children.
- Flander's findings dealing with classroom achievement and attitudes.
- Barr's discoveries relating teaching competencies with "unyielding" daily procedures.

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[1]Don Hamacheck, "Characteristics of Good Teachers and Implications for Teacher Education," The Phi Delta Kappan, February, 1969, pp. 341-345.

- Stern's review of 34 studies which deal with aspects of non-directive instruction.
- Ryans' findings relating teacher competency with high and low emotional stability.
- Combs' citing of studies which reveal findings regarding the way good teachers see themselves.
- Ryans' reports of several studies which seem to be in agreement when it comes to sorting out the differences between how "good" and "poor" teachers view others.

An Aristotelian View of the Findings

The studies cited above by Hart, Witty, and Cogan seemed to emphasize the importance of the Aristotelian "Efficient Cause." For, teachers who were perceived as the most effective were judged so because of a positive display of warmth, consideration, helpfulness and humor. Thus, it appears that the combined commitment of the totality of the teacher to the institution and student was of great significance in determining his effectiveness. In other words, as Hamacheck states, effective teachers appeared to be those who are "human" in the fullest sense of the word.

Research concerning teaching and interaction styles seemed to reinforce the findings above, and also introduced a new dimension. According to Flanders' research, the more successful teachers were better able to range along a continuum of interaction styles as opposed to those who used a more rigid fashion. This leads one to assume that this type of teacher has a more qualitative and comprehensive understanding of the true goal of education. Consequently if the "first dynamic" (the goal or final cause) is properly viewed by the teacher, and, combined with the "second dynamic" in a positive

sense (the interaction of the teacher with his students) operating under the "efficient cause" framework described above, the teacher seems to function effectively.

Research describing self perception (Combs) cites several studies which generally support one's feeling that good teachers perceive themselves to be good people. To take this concept one step further, it appears essential that in order to perceive oneself as a good person, one must understand fully his series of quality-performance complexes and fulfill the demands placed upon him by these explicitly and implicitly defined roles. In other words, role expectations ("material causes") are comprehensively understood and fulfilled by the more effective teacher.

Ryans reported a number of studies dealing with teacher effectiveness related to perceptions of others. His research implies that a positive perception of other components and quality-performance-complexes is a significant factor in teacher effectiveness. Therefore, a positive view of the union or relationship of roles (the "formal cause") seemed to have a direct bearing upon a positive self-perception which, in combination with the other factors, indicates an effective teacher.

In answering the question "What is an effective teacher?" a number of assessments must be made. When one tries to be too specific in delineating the "characteristics of a good teacher" he runs the risk of having to categorize innumerable qualities. Therefore, it seems more beneficial to generalize in view of the research presented.

The effective teacher should: try to be "himself" or "human" in the truest sense of the word. By doing so, he contributes the positive nature of his totality ("efficient cause") to the institution through his students; he

should have a valid understanding of the goals of education ("the final cause") and of the motivating factors operating within his students ("1st dynamic") he should interact qualitatively with his colleagues and his students ("2nd dynamic") toward the goals of the institution; he must understand and fulfill his role (quality-performance complex), ("material cause") fully and take on a positive view of the union and relationship of all roles ("the formal cause") operating within the institution toward achieving the goals of the institution as an end result.

New Model Objectives

The task that remains is a deceptively simplistic one. We must, through a reverse funnel perspective, look down through the existing systems of teacher training in order to be able to restructure and re-design a totally new conceptual model which will provide each prospective teacher candidate with an identification of those characteristics of "effectiveness" to which he is positively pre-disposed.

The general objective, then, is to develop a program model for teacher training which non-directively enables the student to evaluate his own goals, values, assets and liabilities in both an intellectual and affective mode.[1]

Process of Program Model Construction

When contemplating a rationale for the conceptual model-construct, three distinct possibilities arise.

Each of these possibilities is "systems" oriented and include; a) a "heuristic"

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[1]Donald P. Cottrell, National Policy for the Improvement of the Quality of Teacher Education (Washington, D. C.: American Association of Colleges For Teacher Education, August, 1970), pp. 18-20.

approach; b) a subsystem model approach; and c) an input-output systems approach.[1]

For those knowledgeable with the various systems analysis techniques it would seem that, in the light of previously presented evidence, the input-output model might be the logical choice. This assumption would ostensibly be based upon the perception that since we have determined what our product ought to be all that remains is to modify initial screening procedures and to adjust existing training programs to provide for the desired eventuality. Unfortunately, the complexities encountered as a result of the dynamic nature of our society coupled with our system of educating educators, cannot be accommodated by or structured into this particular systems arrangement.

The major liability of the subsystem model approach appears to rest with the factor that subsystem selection is often based upon common points of view within a given area of expertise. In this regard, our experiences inform us that when we are dealing with a system of education in toto as the universe of discourse, common points of view rarely exist.

On the other hand, a "heuristic" system model includes a set of principles or objectives which should permit the program to achieve specified ends regardless of the changes in conditions under which the program will operate.[2]

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[1]Judith Klatt and Walt Le Baron, A Short Summary of Ten Model Teacher Education Programs. (Washington, D. C.: U. S. Dept. of Health, Education, and Welfare, November, 1969), pp. 12-17.

[2]Walt Le Baron and Judith Klatt, "A Scenario of Models, Systems Analysis, and Learning Systems," in Systems and Modeling: Self-Renewal of Teacher Education, by Donald Haofele (ed), (Washington, D. C.: Association of Colleges for Teacher Education, December, 1971), pp. 32-33.

Some governing principles inherent to the success of this model which must be considered are in the areas of. 1) the definition of the teacher's role in general, and, given specific conditions, in particular. 2) the conditions under which the system can operate in view of possible contingencies (structured flexibility); 3) the functions of teaching in light of the teacher's role definitions; 4) the desired personal characteristics of the teacher.

It should be noted that in any event this program model must be directly concerned with the effects that teachers thus trained will have upon their students.

Philosophical Conceptual Design

We have been shown that it is quite possible to recognize the qualities of a good teacher after he has had a chance to gain professional status. The crux of the issue, however, is to design programs which allow for the recognition of competence potential and effectiveness potential at a point early enough in a teacher candidate's undergraduate academic training to allow for qualitative changes in career goals before the student becomes "locked in" to a teacher education sequence.

Many university students enroll in their respective schools of education as freshmen, and, after a certain period of time, have "invested" too much time to be able to change career pursuits in light of new personal goals without sacrificing their initial time and energy investments.

This line of reasoning (coupled with fluctuating supply and demand statistics) may account for the vast numbers of students who graduate from teacher education programs with no desire to pursue a teaching career.

At this point, the best one can do to approach a solution to such a pervasive problem is to suggest a hypothesis in terms of a teacher training program which

will provide somewhat of an "early warning system." In this case, prospective teacher candidates will be able to perceive and assess their own potential (as instruments in the facilitation of student learning) at various stages of a sensitization process without "closing out" other career options.

General Objectives:

The Teacher Education Sequence at Nasson is designed to qualitatively develop in the student teacher those competencies which are essential for effective teaching in the secondary school.

During the Sequence the student should have the opportunity:

- To develop a more comprehensive understanding of the underlying theories of successful teaching and learning.
- To observe and to experience the results of the successful application of theory to teaching and learning.
- To gain insights into the diverse ways in which the development of the student is affected by the classroom teacher.
- To develop the skills necessary to effectively evaluate the teaching and learning processes.
- To develop a never-ending personal and professional growth pattern.
- To understand the processes by which each of the various school personnel and services contribute to the total development of each student.

- To understand the importance of human relations as they relate to the pupil, faculty, administration, and community.

- To constantly employ self-evaluation techniques to insure growth through awareness of personal strengths and weaknesses.

OVERVIEW

The Secondary Teacher Education Sequence consists of professional coursework and field experience which is designed to compliment the student's academic training within the sphere of his undergraduate major program.

Nasson College offers major coursework within the following disciplines: Biology, Chemistry, Economics, Business, English, French, German, Government, History, Mathematics, Medical Technology, Psychology, Sociology, Social Sciences, and Humanities.

The professional education course sequence consists of History and Philosophy of Education, Developmental Psychology, Educational Psychology, Secondary School Teaching Methods, and Student Teaching. A course entitled Special Projects in Education is also available to students.

PROFESSIONAL COURSE DESCRIPTIONS

Philosophy 301 History and Philosophy of Education: Students examine the writings of educational thinkers from Plato to Dewey with special emphasis on the relevance of these ideas to contemporary problems in education. This course is offered to sophomores, juniors, or seniors during the first semester of each year. (4 sem. hr. credit).

Psychology 261, 262 Developmental Psychology (Child and Adolescent): The study of patterns of growth and development of the individual from conception through adolescence. Emphasis is on the influence of psychological processes and social interaction in the development of emotional, social and intellectual behavior. Prerequisite: Psych. 111 or 112. (4 sem. hr. credit).

Education 403, 404 Secondary School Teaching Methods: Students examine the role of the teacher and the pupil in the modern classroom. An analysis of effective classroom procedures and techniques; the organization, selection, and use of materials; and videotape and media exercises are utilized by the student in preparation for his professional experience. This course is offered on an intensified basis during the first eight weeks of either semester of the senior year as an immediate antecedent to student teaching (4 sem. hr. credit).

Education 405, 406 Student Teaching and Seminar: The student undertakes an eight-week/full time exploratory field experience of observed and supervised student teaching in partial fulfillment of the requirements necessary for teacher certification. An absolute minimum of 150 hours of actual classroom experience during the eight-week program in an approved secondary teaching/learning situation is required. Students interested in this program must confer with the Director of Teacher Training no later than the end of the sophomore year.

The following prerequisites must also be satisfied: Philosophy 301; Psychology 261 or 262; Education 403 or 404, 411 or 412; recommendation of Division of teaching major, faculty advisor, Director of Teacher Training, and Academic Vice President; 2.50 grade point average in teaching major. (8 sem. hr. credit).

Education 411, 412 Educational Psychology: Psychological research, principles, and methods are applied to the context of the school and the classroom. Theories of learning, motivation, treatment

of individual differences, testing, and evaluation are examined. This course is offered on an intensified basis during the first eight weeks of either semester during the senior year as an immediate antecedent to student teaching (4 sem. hr. credit).

Education 317, 318 Special Projects in Education: This course is designed to make available to students the possibility of undertaking field experiences with educational agencies such as: Head Start, Maine Concentrated Employment Program, private nursery schools, daycare centers, special education programs, individual tutoring in the public schools, etc. The objective of the course is to provide a more qualitative understanding of education from a pragmatic standpoint and to make a significant contribution to the community through its educational agencies. Prerequisite: permission of the instructor. (2-4 semester hours credit).

Education 323, 324 Methods and Materials in Coaching Athletic Teams: In this course, emphasis will be on the coaching profession and on a coach's opportunity to serve as an educator. The complete organization of soccer, basketball, skiing, and baseball programs will be presented. Also, emphasis will be on the analysis and teaching of individual skills and team play and on game strategy. This course should be most helpful to those students going into secondary education. (4 semester hours credit).

APPLICATION PROCEDURE

The prospective student teacher generally confers with the Director of Teacher Training during the second semester of his sophomore year. At this time a tentative time-course sequence is constructed and discussed. Formal application

for student teaching is made at least one semester prior to the intended semester of student teaching. Students are encouraged to arrange for conferences with the Director, faculty advisors, and faculty members within the Division of intended teaching major frequently to discuss career goals, implications, and current trends within the profession. Student teachers are generally assigned to positions at secondary schools within one-half hour's commuting time from the institution. In special instances, it is possible for the student to be placed in close proximity to his home if it is deemed beneficial to the student and to the institution involved.

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THE STUDENT TEACHER

Overview

The Nasson College student teacher should remember that the privilege of participating in the student teaching program is made possible by the courtesy and cooperation of many school officials and teachers in the public and private schools. It is arranged for those students who have demonstrated their eligibility according to the requirements of our approved, prescribed curriculum. In return for this opportunity, the College and the public schools expect him to put forth his best efforts to the end that the students with whom he works may have the best possible learning experiences. It is only as the student teacher realizes his responsibility to the cooperating school and the importance of his being a favorable representative of Nasson College that he can receive the greatest benefit from his student teaching experience.

"A TEACHER'S CREED"
by
Dr. Bartholomew J. Ciampa

We have chosen to teach. We have, of our own free will, assumed the responsibility of nurturing and bringing to fruition our most precious commodity...our children. Regardless of the focus of our endeavors, whether pre-primary or graduate school, we have tacitly accepted the charge of promulgating the democratic ideal; insuring the maintenance of scholarly integrity; fostering the pursuit of academic truth and justice; and humanistically applying knowledge through technology.

As a result of "getting too close" to our work we sometimes find ourselves bogged down in the minutiae of an on-going enterprise. At such times our goals become displaced by "brushfire" crises and our energies are sapped by the details

inherent to our profession.

In an attempt to provide somewhat of an instant renewal of purpose during these periods I have tried to present a number of points which will, hopefully, foster introspection in a qualitative manner.

Here are some thoughts to keep in mind on those "less than enjoyable" days.

- I must remember to be consistent. If I am not, my students will become confused. This confusion will give rise to anxieties and subsequent hostilities. We all like to know what's expected of us...my students are no exception.

- I must try to avoid being provoked. Sometimes, people say or do things merely to test the limits of acceptable behaviors. My students are people too.

- I must not perform tasks which my students are able to do for themselves. They need the confidence of self-reliance and become insecure when overly dependent upon me.

- Sometimes it's better to avoid my students' bad habits. Over-emphasis on such problems may be an attention-getting device which I may not want to encourage.

- I should try to always be aware of the peer-group norms operating within my classes. Many times I can get more "mileage" by talking privately with a student rather than to try to change his behavior while the rest of the class is listening or watching.

- As a teacher I may be prone to preaching and may tend to belabor moral points. I should remember that my students know the

difference between right and wrong most of the time and that my preaching only turns them off.

- I must be careful to avoid leading my students to feel that their mistakes are sins. We all have a right to be wrong and the difference between non-success and failure can mean the difference between dignity and hopelessness.

- There seems to be a direct relationship between my nagging and my students' hearing. As my nagging increases so do my students' hearing deficiencies.

- My students learn best by doing. Even though their experiments try my patience I must remember to nurture their curiosity rather than stifling it.

- If I want my students to experiment I must not try to protect them from the consequences of their actions.

- It's easy to put off a question I can't answer. Too easy. It's better to admit my ignorance, for, seeking knowledge together establishes a bond between a teacher and his students. If I put down a question by using a sarcastic answer soon no one will be asking any questions.

- If I am treated unjustly I expect an apology. My students do too. It is not beneath my dignity to admit my mistakes and it can, in fact, strengthen the bond between us.

- I should not try to be infallible in the eyes of my students. It makes it more difficult for them to live up to my expectations

and it makes it more difficult for them to live with their own self-concepts.

Students are people. As such they are subject to the same needs, drives, emotions, fears, and frustrations as we are.

It wasn't so long ago that we were students, and it's surprisingly easy to remember how we felt when our teachers seemed omnipotent and expected us to live up to their models.

We should try to remember more often how we felt...

PERSONAL COMPETENCIES IMPORTANT TO STUDENT TEACHERS[1]

Many aspects of personality important to student teachers may be mentioned. However, there are six areas of competency which seem to have great importance in affecting the success or failure of students in student teaching. These may be described as follows:

Interest in Teaching

An individual's interest involves the nature of his purpose in life, the clarity of his plans for the future, his concern for educational problems, the relative emphasis he places upon professional obligations and personal affairs, and the attitude he exhibits toward teaching.

An individual who is genuinely interested in teaching will possess such personal traits as unselfishness, willingness to assume responsibility, interest in working with youth, and enthusiasm for his profession. He will be characterized by such behaviors as are stated below:

1. He regularly looks for and seizes opportunities to learn about teaching and the varied activities of teachers.
2. He rates personal satisfaction above financial gain.
3. He has a deep-seated altruistic purpose in life.
4. He regards teaching as a professional challenge, not merely as a means to a livelihood.

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[1]Adapted from unpublished materials produced at the Ohio State University and also from The Experience of Student Teaching by John W. Devor, (New York: The MacMillan Co., 1964), pp. 10-15.

5. He shows increasing ability to identify and analyze teaching problems.

6. He continually offers to carry higher levels of responsibility.

7. He seeks to broaden the scope of his professional experiences.

8. He is anxious to help with activities outside of the regular school day.

9. He already has clearly defined plans for a career in teaching.

Emotional Balance

The concept of emotional balance involves the mental health and general maturity of the individual. This includes a consideration of the presence or absence of psychoneurotic tendencies, the level of stability, and the way in which new or problematic situations are approached and handled. The presence or absence of such personal traits as poise, dependability, co-operativeness, open-mindedness, self-confidence, loyalty, self-control, stability, and sense of humor are involved. The following behavioral competencies indicate positive evidence of emotional balance:

1. He adjusts well to new or unusual situations.

2. He meets obligations promptly and efficiently.

3. He exhibits maturity of thought and action.

4. He exhibits no psychoneurotic tendencies or mannerisms.

5. He meets problematic situations with independently planned courses of action.

6. He acts with judgment appropriate to his level of maturity.

7. He accepts criticisms without resentment, is willing to learn.

8. He is able to work well with a group.

9. He is able to see humor in situations involving himself as well as others.

10. He assumes responsibility for the results of his own actions.

Ability to Attract, Interest, and Get Along with Others

An individual's ability to work effectively with students depends upon his genuine interest in them and his understanding of adolescents and their problems. He must be able to speak their language. Some skill in working with groups is important. Getting along with young people will be facilitated if the individual has such traits as personal magnetism, animation, resourcefulness, patience, fairness or impartiality, cheerfulness, and kindliness.

One's skill in getting along with others will be evidenced by such behavior as:

1. Conversing freely with students; promoting a friendly atmosphere.

2. Securing the confidence, respect, and cooperation of the group.

3. Adjusting readily to the age, grade, and ability level of the students.

4. Being resourceful in helping a group or individuals plan and carry out regular work and creative activities.

5. Having a generally neat and attractive appearance.

6. Exhibiting no objectionable voice, speech, sight, or hearing deficiencies.

7. Demonstrating acceptable patterns of speech and action.

8. Showing leadership by contagious enthusiasm for the task at hand.

9. Being consistent in dealing with problems of management and discipline, generally refraining from snap judgments, particularly in situations of emotional stress.

Skill in Human Relations with Peers and other Adults

An individual's skill in getting along with peers and other adults involves his ability to meet people graciously and enter easily into conversation with them, a genuine interest in other people, respect for their opinions, willingness to compromise differences, and faith in the sincerity of one's fellow men. Significant personal traits are friendliness, politeness, courtesy, geniality, tact, sincerity, appreciativeness, and optimism.

Some suggested evidences of skill in relations with peers and adults are the following behavioral competencies:

1. He looks for and expects to find good in other people.

2. He tries to cooperate even under difficult circumstances.

3. He appreciates assistance and suggestions from others.

4. He demonstrates an ability to follow directions.

5. He receives satisfaction from playing any role well, even though secondary in nature.

6. He meets everyone easily and graciously.

7. He respects opinions differing from his own and makes a genuine effort to compromise whenever possible, without violating personal convictions or beliefs.

8. He gives appropriate credit to others when credit is due.

9. He generally refrains from harsh or undue criticism of others.

Intellectual and Professional Energy

This concept involves the individual's vigor, the creativity of his imagination, his performance under pressure, his general level of accomplishment, and his ambition. Such personal traits as initiative, forcefulness, originality, perseverance, purposefulness, and zealousness are involved here.

Some behavioral competencies of this concept are suggested below:

1. He is able to stand up well under pressure.

2. He is ambitious without being personally aggressive.

3. He is challenged to extra effort by problems which are difficult or seem impossible of solution.

4. He exhibits facility in proposing ideas or solutions.

5. He shows ability to initiate and carry out proposed courses of action to solve problems.

6. He is stimulated by everyday experiences and environment to independent investigation, study, and skill development.

7. He sustains consistent effort to reach long-range objectives.

8. He practices good health habits, is mentally and physically vigorous.

Breadth of Interests

An evaluation of an individual's brea th of interests involves a consideration of the scope of his school activities, community activities, work experiences, and leisure-time pursuits. The extent of the individual's participation, the level of leadership responsibility successfully undertaken, and the quality of judgment development are emphasized. The individual with great breadth of interests will generally become more tolerant, observant, and sociable, and more understanding, resourceful, and sensitive to the needs and problems of individuals and society.

The following competencies indicate positive evidence of breadth of interests:

1. He has occupied positions of leadership in several different groups or organizations.

2. He receives genuine satisfaction from working with people.

3. He shows interest in many different community activities and projects for social betterment.

4. He seeks experiences in all phases of the school and with a wide range of types of students.

5. He is willing to try new activities and to accept challenging

responsibilities.

6. He enjoys the role of both participant and spectator in a wide variety of indoor and outdoor activities.

7. He tends to reflect on the deeper significance and meaning of various experiences.

8. He respects and attempts to understand people of other races, creeds, and colors.

Personal Appearance

Perhaps the best rule for student teachers to remember, with reference to personal appearance, is that they should consider themselves in the same light as if they were regular teachers in the school. Thus, they will wish to dress in a manner similar to the regular teachers.

GENERAL INSTRUCTIONAL COMPETENCIES: INSTRUCTIONAL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT[1]

The effective student teacher:

1. Employs self-evaluation procedures to provide for individual feedback.
2. Perceives relationships between teacher behavior, pupil behavior, and learning.
3. Is aware of dependent and independent variables of the instructional setting.
4. Is aware of dependent and independent variables which influence the instructional performance and the professionalism of the teacher.
5. Is aware of dependent and independent variables which may influence the non-instructional behavior of the teacher.
6. Understands the concepts of role differentiation and the variety of staff utilization possibilites.

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[1]Adapted from U.S.O.E. Teacher Education Models; Columbia University, Florida State University, University of Georgia, University of Massachusetts, Michigan State University, Northwest Regional Educational Laboratory, University of Pittsburgh, Syracuse University, and University of Toledo.

7. Exhibits the ability to contribute as a group member in cooperative planning and provides leadership in group situations whenever necessary.

8. Displays the ability to derive testable hypotheses from actual classroom events, problems, or issues.

9. Displays an ability to find and utilize resources, persons, and materials in instructional improvement and professional development.

10. Is able to communicate effectively with other staff members, administrators, consultants, resource people, parents, and laymen.

11. Is aware of professional organizations and the role of these in instructional improvement and development of the profession.

12. Utilizes observational techniques for assessment of program effects, achievement, pupil behavior, etc.

13. Has facility in computational and statistical skills necessary for organizing and analyzing data at the classroom level.

14. Displays control of instructional behavior (timing, showing enthusiasm, etc).

15. Is able to write evaluative criteria and instructional objectives in accurate and specific terms.

16. Exhibits an ability to select appropriate evaluative techniques and instruments.

17. Displays a positive commitment toward life-long learning and systematic improvement as primary requirements for optimum teacher effectiveness and professional development.

18. Has a positive attitude toward self-evaluation, self-understanding, and the subsequent modification of instructional behavior.

19. Assumes a responsibility to the development of education as a profession outside of classroom or instructional duties.

20. Accepts evaluation and analysis of instructional performance by others.

21. Displays an openness to suggested alternate instructional behaviors from others.

22. Exhibits enthusiasm for new and innovative instructional methods and materials.

23. Inquires into the individual learning problems of children and the multiple problems of the classroom and instructional setting.

24. Experiments with the variables of instruction.

General Instructional Competencies: Psychological

The effective student teacher:

1. Is aware of the importance of the individuality of development.

2. Understands the use of norms in the interpretation of development.

3. Has at least a minimal understanding of the relationship of psychoanalytic theory and cognitive development.

4. Has at least a minimal understanding of the relationship of behavioristic theory and cognitive development.

5. Has at least a minimal understanding of the relationship between cognitive-field theory and cognitive development.

6. Has at least a minimal understanding of the relationship between social-personal theory and cognitive development.

7. Is aware of the importance in achieving a positive sense of self.

8. Is attuned to the effects of learning and behavior.

9. Is attuned to the relationships of language patterns and behavior.

10. Is attuned to the relationship between socio-economic influence and behavior.

11. Is attuned to the relationship between family influence and behavior.

12. Is attuned to the relationship between peer influence and behavior.

13. Is aware of the factors resulting in individual differences (e.g., sex, age, race, physical, intelligence, experience, etc.)

14. Has examined various approaches for studying human development.

15. Is aware of needs, motivations, experience, and view of self

as determinants of behavior.

16. Is aware of the effects of reward and punishment, success and failure, praise and reproof, competition and cooperation, and individual goal setting as factors in discipline and motivation.

17. Is aware of the effects of retention and transfer of training (remembering, forgetting, overlearning).

18. Is aware of the importance of problem solving, meaning and creativity and their development in the classroom.

19. Is constantly concerning himself with the implications of growth, development, and learning within the learning context.

General Instructional Competencies: Pedagogical

The effective student teacher:

1. Is cognizant of the effect of heredity and environment upon pupil achievement.

2. Employs techniques for developing pupil self-evaluation.

3. Employs methods for developing students as independent learners.

4. Is aware of the influence of communications media upon individuals and society.

5. Displays expertise in planning instructional programs.

6. Employs techniques for teacher-pupil planning.

7. Is able to organize and implement instructional sequences.

8. Is aware of the importance of early intellectual stimulation.

9. Keeps abreast of research on pupil interests.

10. Explores various methods for individualizing instruction.

11. Evaluates students on an individual basis.

12. Is aware of the group dynamics of the classroom.

13. Gives attention to developing positive classroom climates.

14. Displays an ability to direct group discussion.

15. Is skilled at employing problem solving techniques.

16. Is aware of the social responsibility of the individual within society.

17. Concerns himself with proper pupil motivation.

18. Employs sociometric techniques.

19. Understands the decision-making process as it relates to teaching.

20. Employs techniques for providing learning experiences that will allow each pupil to meet with more success than failure.

21. Is aware of social norms vis-a-vis social behavior.

22. Uses techniques for incorporating current happenings into the instructional sequence.

23. Has established criteria for the selection of instructional material.

24. Promotes democratic living in the classroom.

25. Provides learning experiences that promote divergent as well as convergent thinking.

26. Recognizes social change and its relationship to the school program.

27. Understands classroom grouping procedures and techniques.

28. Comprehends the entire scope and sequence of the total instructional programs.

29. Is able to prepare behavioral classroom objectives.

30. Establishes overall program objectives.

31. Is aware of and understands the role and nature of teacher's organizations.

32. Knows the rights and legal status of teachers.

33. Understands public school organization and line and staff relationships.

34. Understands the nature of teacher contracts, benefits, and tenure.

35. Is aware of and understands the grading and promotion practices of specific school and the overall school district.

36. Knows of the various community services that are available to

students and schools.

37. Understands and satisfies attendance procedures, record keeping, inventories, and other reporting responsibilities.

38. Is aware of the theoretical and practical aspects of positive classroom management.

39. Is aware of the theoretical and practical aspects of maintaining proper pupil discipline under specified conditions.

40. Displays competency in parent-teacher and parent-teacher-pupil conference techniques.

General Instructional Competencies: Relative to Local Conditions

The effective student teacher:

1. Is aware of local factors which influence educational conditions in the school, local school district, community, county, and state.

2. Is conscious of cause-effect relationships between local factors and school conditions.

3. Searches for ways in which other teachers have approached and solved problems and issues related to local conditions.

4. Looks for alternative solutions to problems arising from local conditions.

5. Uses instructional materials designed for special applications.

6. Employs evaluative techniques for assessing the extent of influence

which local factors have on school conditions.

7. Examines strategies for effecting change in local factors and conditions which influence school conditions.

8. Examines patterns of action research as a means of local solutions to problems.

9. Understands social and philosophical factors as they influence local conditions.

10. Seeks out community resources which apply toward the solution of problems related to local conditions.

11. Is able to adapt general instructional methods and materials to fit unique local conditions.

12. Uses locally prepared curriculum guides and materials.

13. Utilizes research findings which may bear on local school problems and conditions.

14. Is aware of unique local and state school policies, procedures, and regulations.

15. Understands the local school and district educational philosophies and objectives.

16. Understands the importance of maintaining "good" public relations.

17. Displays an openness and accepts alternative solutions to problems arising from local conditions.

18. Displays a positive attitude toward change where improvement is likely to result.

19. Exhibits a positive attitude toward individual responsibility and initiative.

SPECIFIC SUBJECT-AREA COMPETENCY SOURCES*

The preceding General Instructional Competencies are designed to be applicable to student teachers regardless of their fields of subject matter specialization.

Each esoteric field of specialization, however, maintains standards of performance which should be satisfied by students who are enrolled in these programs and who also plan to teach.

Because of space limitations within this text and the great volume of curricular material already available, I will endeavor to provide several sources for reference purposes. Hopefully, these sources should act as springboards for the prospective teacher in his search for specific subject-area competencies.

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ATTENDANCE AND ABSENCE

It is hoped that the student teacher will make every effort to adhere to the calendar and time schedule of the cooperating school. If a situation arises whereby the student teacher must be absent (illness, personal emergency), he must take the following steps:

1. Notify the cooperating teacher(s) as early as possible. This can be done by telephoning the school office prior to the start of the school day.

2. Notify the College Supervisor. This can be done by telephoning 324-2178 before 8:15 a.m., or if possible, on the preceding evening.

Cooperating teachers are requested to notify the Director of Teacher Training in the event that a student is absent and does not inform the cooperating personnel.

Suggested Observation Techniques

The student who will be experiencing student teaching for the first time will undoubtedly spend considerable time in observing the class or classes in action before he will be given the opportunity to teach. Consequently, much can be gained from careful and objective observation - by all student teachers. It would be well to keep the following in mind:

Seating Arrangement

1. Is there a definite seating arrangement?

2. Are the pupils seated:

   a. Alphabetically?

b. According to ability?

c. With special considerations in mind? (hearing, seeing, etc.)

Distribution of Supplies, etc.

1. How are papers and other supplies passed out and collected?

2. What are the advantages of a systematic plan for distribution of materials?

Beginning and Ending the Class Periods

1. What procedures are used to begin the classwork promptly?

2. How are the last few minutes of the period used to advantage. How much time is allowed for supervised study?

3. Does the teacher or the bell dismiss the class?

Teacher's Appearance and Speech

1. Does the teacher set a good example in appropriateness of dress, etc.?

2. Does the teacher have an agreeable voice and one which can be heard without difficulty?

3. Does he use correct English?

4. Is his vocabulary within the understanding of the pupils?

The Use of the Textbook and Supplementary Materials

1. How is the textbook used during the class period in giving an assignment?

a. Closed book discussion?

b. Open book discussion?

2. Are supplementary materials used?

3. Do the pupils share the responsibility for securing supplementary materials?

The Chalk Board

1. How extensively is the chalk board used? For what purpose?

2. Can the material on the board be seen easily by all the pupils?

3. Does the board presentation follow some logical order?

The Assignment

1. When is the assignment given?

2. How is it given? Orally, by duplicated material, or written on the chalk board?

3. How is interest aroused in new work?

4. Is provision made for individual differences?

5. Are the pupils told what to look for?

6. Does the teacher suggest procedures to be used in the preparation?

7. How are the pupils directed to helpful supplementary references and materials?

8. Does the teacher give the pupils carefully planned study guides?

Written Work

1. What procedures are followed in giving written lessons or tests?
2. Are the desks cleared of all books and papers which are not needed?
3. Are the questions given to the pupils orally, on the board, in duplicated or in printed form?
4. What provision was made for review or preview preceding the test?
5. Was there any follow-up discussion after the tests were returned to the pupils?

Grading and Returning Papers

1. How are the papers collected and returned?
2. What grading system is used?
3. How soon are the papers returned to the pupils?
4. What part does written work play in the over-all evaluation of the student's work?
5. What is the general procedure concerning papers that are handed in late?

Appraisal and Evaluation

1. What factors are considered in evaluating the pupil's work?
   a. Written work
   b. Test results
   c. Deportment

2. Does the teacher use the results of the evaluation to diagnose the pupil's difficulties?

3. What are the report cards like?

Teacher's Records

1. What records must be kept by the teacher?
   a. Attendance records?
   b. Records of grades?
   c. Records of daily lesson plans?

Motivation and Drill

1. What motivation procedures are used?
2. How is the class made interesting?
3. Is there a variety of classroom activities?
4. How is the class time divided among the various activities?
5. Does the teacher change to different activities without loss of time?

Questioning

1. What is good questioning?
2. What procedure is used to motivate the greatest number of students to think through an answer to a question?
3. What types of questions are used?
4. Does every pupil participate in the oral recitation?

5. Are the questions confined to material in the textbook?

6. How does the teacher relate the subject being discussed to the pupil's previous experiences or with community affairs?

7. Does the teacher follow a definite order when calling upon pupils to recite?

8. If the question is not understood, what does the teacher do to make it clearer?

9. How are the timid pupils encouraged to recite?

10. What procedures are used to prevent the eager ones from monopolizing the recitation?

Classroom Discipline

1. What is the general tone of the class?

2. How does the teacher achieve good discipline?

3. What is done to encourage and to develop self-discipline?

4. How would YOU handle some of the disciplinary problems?

Pupil-Teacher Relationships

1. Does the teacher seem to enjoy working with his pupils?

2. Does he show an interest in their activities?

3. Is he sympathetic to adolescent problems?

4. Does he try to help his pupils develop socially?

5. Does he try to learn about their home background?

6. Is he willing to give individual pupils special help outside of regular class hours?

7. Does he have the respect of his pupils?

SUGGESTED LESSON PLANNING TECHNIQUE

Every student teacher is expected to construct a functional lesson plan for every lesson he is to teach. This plan must be formal enough to be followed in logical sequence but flexible enough to provide for any eventuality which may arise. It is understood that there are significant differences in preferences of lesson plan format and that subject matter may tend to influence planning techniques.

There is no one "standard" acceptable form for a daily lesson plan. This outline does, however, direct attention to aspects of a lesson which ought to be considered by all engaged in a teaching experience.

Specific aim: This is what I'm going to do. (Specifically differentiate this from all other lessons.)

General aim: This is why I am doing it.

1. As a step in teaching the whole unit or developing a concept.
2. This step is an attempt to justify your specific aim.

Procedure: This is how I am going to do it.

1. Introduction or Motivation - Tell how you will present your lesson so that the class will feel need for it, be interested in it, and have the proper attitude toward it.
2. Leading Questions - List the main questions which will promote discussion and enable you to follow up with clarifying questions.
3. Activities - Filmstrip, study, desk work, game, discussion, etc., and how you plan to lead into the activity.

4. Materials - Whatever is needed to accomplish lesson aims.

5. Assignment - This is preparation for the work to be carried on the following day. This may be given at any appropriate time during the lesson.

Evaluation: This is where I consider the extent to which I have met my goals. To prepare you might ask yourself questions such as these:

1. With what statement, question, or action am I going to open the class period?

2. What are the various responses I can expect?

3. How will I deal with each?

4. Which one will I emphasize?

5. Where will that lead us?

6. What is my purpose anyway?

7. If I permit digression, how do I work back into the lesson?

8. How can I bridge the gap from one phase of the lesson to the next?

9. What will I do if the materials I need are not available or do not work?

10. At what point should I end the lesson and assign homework?

11. Will I have reached a point where I can go on tomorrow?

Interrogating yourself in this fashion after you write out your plan guarantees that you will enter the class with a clear purpose in mind, and an ability to permit digressions and make transitions. Of course, not every eventuality can

be anticipated, but flexibility can be better achieved if you rehearse your plan in this manner.

Student teachers are also expected to keep their lesson plans on file in chronological order. They should be readily available to the cooperating teacher and the College supervisor. To facilitate this lesson plan keeping and filing, it is suggested that students obtain a standard "spiral" type notebook in order to record lesson plans in sequence and make note of any significant occurrences and self-evaluation.

Supervisory Visits

The College supervisor will make at least three formal observations of each student engaged in a teaching activity. It is also hoped that department chairmen and school administrators will continue to take an active role in the guidance of the growth of the student.

At the time of each supervisory visit the College supervisor will prepare a written evaluation of the student which will be presented to him and discussed in terms of suggestions for possible improvement and professional growth.

Evaluation

The evaluation of the student teacher is based upon a number of considerations:

1. Individual College supervisor observation reports.
2. Evaluation of total experience by cooperating school personnel.
3. Evaluation of total experience by College supervisor.

The student should understand that the evaluation process is a continuous one. The consideration of professional growth is most important during the student

teaching experience and the student teacher is encouraged to strive for improvement during each day of his experience.

Below are a number of comments of supervising teachers regarding their student teachers which were gathered over a period of years by a college supervisor (Paul D. Leedy, unpublished material)[1] and typify the diversity of favorable comments and indicated weaknesses common to the student teaching experience:

Favorable Comments	Weaknesses
1. Excellent lesson plan and lesson preparation.	1. Difficulty in responding to questions and in giving clear and explicit answers to students.
2. Good discipline - class well in hand.	2. Weak in conducting discussions where all participate.
3. Good rapport with students.	3. Lesson plans not mastered.
4. Good detail in lesson planning.	4. Timing of lesson is a problem: does not fit the lesson to the class time. Loose ends.
5. Good evaluation of students' work.	5. Amenities of written and spoken language need strengthening.
6. Invites questions from students.	6. Eye contact poor: looks at ceiling and floor.

[1]Adapted from John W. Devor, The Experience of Student Teaching (New York: The MacMillan Company, 1964), pp. 202-204

Favorable Comments	Weaknesses
7. Helps students formulate problems that will challenge them beyond the scope of the lesson being taught.	7. Needs to be aware of nervous mannerisms.
8. Provides supplementary reading assignments.	8. Should bring all students into discussion.
9. Inspires students to learn.	9. Class is not challenged to its fullest capacity.
10. Shows special interest in individual students.	10. Irrelevant material interrupts attention span of class.
11. Constructs effective, thought-provoking questions and tests.	11. Stronger discipline needed at times.
12. Forceful voice.	12. Needs to learn to adjust pace of teaching to the learning pace of the class.
13. Expresses thoughts forcefully and well.	13. Corrects papers with too much haste; misses some errors. Needs to learn thoroughness.
14. Student teacher is punctual.	14. Assumes <u>all</u> understand when only a <u>few</u> understand.
15. Student teacher is dependable.	15. Insufficient drill material.

Favorable Comments	Weaknesses
16. Student teacher is cooperative.	16. Must strive to keep all interested while answering individual questions.
17. Excellent use of chalk board.	17. Feels insecure because he does not know his subject matter thoroughly. Students know this.
18. Interested in individual student.	18. Needs to be more forceful in handling less mature students.
19. Superb motivation of students.	19. Needs to see that students take notes and do so neatly.
20. Takes suggestions and criticism well.	20. Needs to refrain from using pet phrases.
21. Is well groomed; neat appearance.	21. No enthusiasm; takes teaching as a chore.
22. Excellent speech habits.	22. Needs to give more explicit instructions for assignments and home work; students do not know exactly what to do or what is expected of them.
23. Spends much time in planning work.	23. Does not use chalk board effectively.
24. Gives extra time to students although it involves self-sacrifice on his part.	24. Does not enlist student cooperation; tells rather than teaches.

Favorable Comments	Weaknesses
25. Explanations are explicit and definite.	25. Fails to show the grace, courtesy and consideration which should be the mark of an educated person.
26. Encourages comments from students.	26. Is absent without letting supervising teacher know about the emergency.
27 Conducts well-ordered discussion.	27. Is not open and "above board."
28. Time awareness apparent but always ends class period exactly on time.	28. Sits on desk, dangles feet, slumps and shows no zest for teaching.

COOPERATING PERSONNEL

Working with the Student Teacher

We believe that a student teacher and his supervisory teacher have certain responsibilities toward each other. We have attempted to list those responsibilities. Individuals and situations differ, however, so some of these suggestions may not be necessary or may be carried out differently to meet the needs of the students and the student teacher.

Responsibilities of the Supervisory Teacher:

Primary:

1. Arrange for favorable publicity in the school paper.
2. Prepare the pupils and other personnel to receive the student teacher cordially and to cooperate with him.
3. Provide a desk or working space for the student teacher.
4. If files are kept for individual students, allow the student teacher to use them as a source of information about students.

After the Student Teacher Arrives:

1. Help the student teacher become familiar with the school's facilities.
2. Provide opportunities for him to feel at home in the community.
3. Familiarize him with the general organization of the school.
   a. total school curriculum

b. teacher schedule

c. school policies, standards, customs

d. teacher's responsibilities

e. co-curricular activities

f. school and pupil records

g. departmental organization

h. school personnel

4. Guard against the student teacher suffering from loneliness or discouragement.

In the Classroom

1. Demonstrate good teaching techniques as a guide for the student teacher. Help to inspire him to greater professional growth.

2. Be sure that the student teacher knows how to contact you easily in the event that you leave the classroom.

3. Support the student teacher in matters of discipline if at all possible.

4. Since there are often several right ways to do a thing, place the emphasis on the outcome desired.

5. Assist the student teacher in such a way that there is continuity in meeting the needs of individual pupils working under his guidance.

6. Give some responsibility to the student teacher early in his training period such as:

   a. attendance and records

   b. housekeeping for the department

   c. bulletin board and blackboard work

   d. correction of written work

   e. attending and helping at faculty meetings and other gatherings.

Teaching

The schedule to be followed by the student teacher (number of classes, length of time in each, and the rate of assuming responsibility for more classes) is the responsibility of the cooperating teacher(s) and the College Supervisor.

In some cases, student teachers will be working with more than one cooperating teacher. It is essential that one cooperating teacher be designated as the person responsible for coordinating the schedule of the student teacher.

If possible, student teachers should be encouraged to build up a full-time teaching schedule by the end of the student teaching experience. It is our hope that each student teacher will get the "feel" of what it takes to complete a full day of teaching.

If possible, and if policy permits, students should be encouraged to observe in classrooms and subject matter fields not included on their regular schedule. This will aid them in learning more about the school and the pupils they teach.

Conferences

Frequent conferences between cooperating teacher and student teacher are extremely important. We realize that the teacher's schedule is crowded; therefore, we suggest that whenever possible, you hold daily conferences until the student becomes adjusted to school routine and to his new role as a member of the faculty. We suggest that you carefully plan the early conferences to cover topics which you feel are important. The student teacher should be encouraged to ask questions. After the student teacher has succeeded in making the transition from the campus to the cooperating school at least two conferences a week should be held.

These points should be kept in mind with regard to all conferences:

1. Clearly established purpose.
2. Frank discussion of all problems.
3. Clear-cut decisions concerning the role, duties and activities of the student teacher.

After the student has begun his teaching, conferences might focus on these areas:

1. The checking of plans previously submitted.
2. The outlining of general plans for future teaching.
3. Examination of materials to be used: texts, review exercises, textbook materials, duplicated materials, etc.
4. Consideration of techniques to use with certain groups or individuals.

5. Discussion of methods to be used.

Substitute Teaching

The student teacher should not be assigned to substitute teach except in cases of emergency. If a student teacher is called upon to do substitute teaching for more than a one-day period, the Director of Teacher Training should be informed of the circumstances.

Library Facilities

Library facilities at Nasson College are available to all cooperating school personnel.

The College library is housed in the Anderson Learning Center which now contains approximately 75,000 bound volumes arranged in open stacks, 500 current periodicals, the College microfilm files, the Learning Laboratory, study carrels, and faculty offices. An art gallery completed in 1970 is also housed in this building. It contains a growing permanent study collection of oils, watercolors, and sculpture by noted artists and is used to display traveling collections of works at frequent intervals.

Honoraria

The College wishes to express its appreciation to cooperating school personnel for the role they have taken in insuring the professional growth of the student teacher. It is understood that it is impossible to place a value upon the amount of positive guidance and professional insight and preparation that each cooperating teacher has contributed to his respective student teacher. As an expression of gratitude, the College wishes to extend an honorium of fifty dollars to the cooperating teacher of each student teacher.

APPENDIX

Professional Conduct

Professionalism is a state of mind which has to be intentionally cultivated by a person.

Faculty Morale on the Job:

1. Some factors contributing to and involved in the maintaining of Teacher Morale:

   In a study reported by Michaelis "Teachers Speak Out on Teacher Morale,"[1] the following specific points proposed by teachers well would bear mention here:

   a. Cooperate and show a desire to see the other fellow's point of view.

   b. Refrain from criticism of one teacher to another and criticism of a teacher before pupils. Unless requested to do so, never interfere in any matter between another teacher and a pupil.

   c. Show genuine friendliness and willingness to lend a helping hand.

   d. Take active part in shouldering assigned duties; never pass the buck on them.

   e. Exhibit a give-and-take attitude; play square.

   f. Show a spirit of "all for one and one for all" no cliques.

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[1] Paul R. Grim and John U. Michaelis, The Student Teacher and The Secondary School (Englewood Cliffs, N. J.: Prentice-Hall, 1953), p. 454.

g. Show loyalty to co-workers in all situations.

h. Help make all associations pleasant and congenial.

i. Give support in trying and carrying out new and worthwhile ideas.

j. Have a sense of humor and recognize it in others; be a member of a "happy family."

k. Remember to thank others for help and to express pleasure in working with others.

l. Express sincere congratulations over small successes that others have; compliment others on jobs well done.

m. Keep your own morale up and it will catch on with others.

n. Always work in ways consistent with ethical principles.

o. Remember that your college education has only introduced you to teaching; it has not completed your professional education. Plan to grow and learn on the job.

Professional Ethics for a Teacher

The N. E. A. Commission on Teacher Education and Professional Standards has made this observation:

"Ethical conduct is an earmark of a profession. A professional teacher does not apply for a position already filled, offer to work for a salary less than that which is scheduled, or ask that he be made an exception to the salary schedule. Neither does an ethical

employing official offer to make an exception in order to hire a desired candidate.

Ethical behavior involves more than an automatic adherence to a list of "do's" and "don'ts." It demands constant self-evaluation of one's conduct with some frame of reference in mind."

At the N. E. A. Representative Assembly in Detroit, Michigan, July, 1963, the following Code of Ethics of the Education Profession was adopted. Since that time, the various State Associations, all of whom have been affiliated with the N. E. A., have endeavored to accept this National code in place of separate state codes.

Code of Ethics for the Teaching Profession

Preamble

We, professional educators of the United States of America, affirm our belief in the worth and dignity of man. We recognize the supreme importance of the pursuit of truth, the encouragement of scholarship, and the promotion of democratic citizenship. We regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our profession according to the highest ethical standards.

We acknowledge the magnitude of the profession we have chosen, and engage ourselves, individually and collectively, to judge our colleagues and to be judged by them in accordance with the applicable provisions of this Code..

Principle I

Commitment to the Student

We measure success by the progress of each student toward achievement of his maximum potential. We therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions especially the home.

1. Deal justly and considerately with each student.
2. Encourage the student to study varying points of view and respect his right to form his own judgment.
3. Withold confidential information about a student or his home unless we deem that its release serves professional purposes, benefits the student, or is required by law.
4. Make discreet use of available information about the student.
5. Conduct conferences with or concerning students in an appropriate place and manner.
6. Refrain from commenting unprofessionally about a student or his home.
7. Avoid exploiting our professional relationship with any student.
8. Tutor only in accordance with officially approved policies.
9. Inform appropriate individuals and agencies of the student's educational needs and assist in providing and understanding of his educational experiences.

10. Seek constantly to improve learning facilities and opportunities.

Principle II

Commitment to the Community

We believe that patriotism in its highest form requires dedication to the principles of our democratic heritage. We share with all other citizens the responsibility for the development of sound public policy. As educators, we are now particularly accountable for participating in the development of educational programs and policies and for interpreting them to the public.

In fulfilling our obligations to the community, we....

1. Share the responsibility of the improving of the educational opportunities for all.

2. Recognize that each educational institution may have a person authorized to interpret its official policies.

3. Acknowledge the right and responsibility of the public to participate in the formulation of educational policy.

4. Evaluate through appropriate professional procedures conditions within a district or institution of learning, make known serious deficiencies, and take any action deemed necessary and proper.

5. Use educational facilities for intended purposes consistent with applicable policy, law, and regulation.

6. Assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our

professional positions to promote political candidates or partisan activities.

7. Protect the educational program against undesirable infringement.

Principle III

Commitment to the Profession

We believe that the quality of the services of the education profession directly influences the future of the nation and its citizens. We therefore exert every effort to raise educational standards, to improve our service, to promote a climate in which the exercise of professional judgement is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning, and programs of our professional organizations:

In fulfilling our obligations to the profession, we....

1. Recognize that a profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative.

2. Participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education.

3. Cooperate in the selective recruitment of prospective teachers and in the orientation of student teachers, interns, and those colleagues new to their positions.

4. Accord just and equitable treatment to all members of the

profession in the exercise of their professional rights and responsibilities, and support them when unjustly accused or mistreated.

5. Refrain from assigning professional duties to nonprofessional personnel when such assignment is not in the best interest of the student.

6. Provide, upon request, a statement of specific reason for administrative recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

7. Refrain from exerting undue influences based on the authority of our positions in the determination of professional decisions by colleagues.

8. Keep the trust under which confidential information is exchanged.

9. Make appropriate use of time granted for professional purposes.

10. Interpret and use the writings of others and the findings of educational research with intellectual honesty.

11. Maintain our integrity when dissenting by basing our public criticism of education on valid assumptions as established by careful evaluation of facts or hypotheses.

12. Represent honestly our professional qualifications and identify ourselves only with reputable educational institutions.

13. Respond accurately to requests for evaluations of colleagues seeking professional positions.

14. Provide applicants seeking information about a position with an honest description of the assignment, the conditions of work, and related matters.

Principle IV

Commitment to Professional Employment Practices

We regard the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. Sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfilling our obligations to professional employment practices, we....

1. Apply for or offer a position on the basis of professional and legal qualifications.

2. Apply for a specific position only when it is known to be vacant, and refrain from such practices as underbidding or commenting adversely about other candidates.

3. Fill no vacancy except where the terms, conditions, policies, and practices permit the exercise of our professional judgment and skill, and where a climate conducive to professional service exists.

4. Adhere to the conditions of a contract or to the terms of an appointment until either has been terminated legally or by

mutual consent.

5. Give prompt notice of any change in availability of service, in status of applications, or in change of position.

6. Conduct professional business through the recognized educational and professional channels.

7. Accept no gratuities or gifts of significance that might influence our judgment in the exercise of our professional duties.

8. Engage in no outside employment that will impair the effectiveness of our professional service and permit no commercial exploitation of our professional position.

STATE OF MAINE CERTIFICATION CRITERIA

Secondary Teacher

Authorization:

To teach in grades 7 to 12 inclusive, general secondary subjects.

Requirements:

Provisional Certificate 2/ 3/

Eligibility for this certificate shall be established by one of the following methods:

1. Graduation from a four-year baccalaureate program approved for the education of secondary school teachers, together with the formal recommendation of the preparing institution; or

2. Preparation which includes the following:

   a. A bachelor's degree from an accredited institution.

   b. Courses in liberal education comprising at least 50 per cent of the undergraduate curriculum.

   c. Evidence of established teaching field(s) according to either of these patterns:

      Pattern A. One major teaching subject of at least thirty hours (which may include three hours of special methods) plus one minor teaching subject of at least eighteen hours, or,

      Pattern B. A minimum of fifty hours (which may include three hours of special methods) in an area of specialization

(i.e., social studies, science, physical science and mathematics).

In cases where certification is based on major and minor subjects these must be ones commonly taught in secondary schools, but in cases where certification is based on an area of study (science or social studies for example) the area may include college courses in subjects (geology or anthropology for example) not commonly taught in secondary schools.

d. A minimum of eighteen hours of approved general professional education courses in the following areas:

1. Knowledge of the learner and the learning process.
2. Knowledge of the educational context or system.
3. Knowledge of the methods and techniques of teaching.

Not less than six of the eighteen hours shall be in some form of related and appropriate supervised or laboratory teaching experience.

Term: Renewal

Provisional Certificate

This certificate is issued for a five-year term. It may be renewed for successive five-year terms upon completion of six hours of approved study for each renewal.

Requirements

Professional Certificate 2/

1. Thirty nours of approved study beyond the bachelor's degree, of which at least 15 hours are in subjects taught in, or related to those taught in secondary school.

2. Four years of successful teaching experience under the provisional certificate.

Term: Renewal

Professional Certificate

This certificate is issued for a ten-year term. It may be renewed for successive ten-year terms upon reasonable evidence of continuing professional service and growth.

1/ Special subjects and area will be included when the study is taken in a program approved under the provisions of this regulation for the preparation of teachers in a special subject or area.

2/ The major and minor teaching subjects, or the teaching area, shall be named on the certificate. If, after initial certification, a teacher qualifies for an additional teaching subject or area it shall be added to his current certificate.

Note: Although subjects studied are named theron, the certificate is a "blanket" credential legally authorizing the teaching of any general (academic) subject. It is expected, nevertheless, that except for emergencies teachers will be assigned to subjects where they have competence.

3/ The following categories of teachers may continue to be certified under the regulations in effect at the time of initial certification.

1. Those who have held, under certificate, a full-year salaried teaching position within the ten years immediately preceding application; and

2. Those who have previously been certified on the basis of three or more years of college education.

IMPORTANT NOTICE

Present laws make it necessary for the State Department of Education to have on file complete personal information for all teaching personnel. This includes---

1. An application blank. (Be sure to include your Social Security number).

2. An official birth certificate.

3. Official transcripts of all post-high school preparation including summer school, correspondence and extension work. The transcripts should give in detail the semester hours of credit for each course. Such transcripts should originate with each institution concerned. All records submitted WILL BE RETAINED BY THE STATE DEPARTMENT OF EDUCATION as an essential part of the permanent record of each certified teacher.

Applicants are requested to review birth certificates before mailing to make sure the name and the date of birth are correctly stated.

STATE OF MAINE

DEPARTMENT OF EDUCATION

Augusta, Maine 04330

GUIDELINES USED IN EVALUATING FOR SECONDARY CERTIFICATES

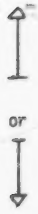
Acceptable Areas for Certification (50 semester hours)

English - 24 hours must be composition and literature. Of the remaining 26 hours, 18 hours may be speech and a maximum of 12 hours may be dramatics.

French)
Spanish) Would require at least 24 hours in the actual study of the
Latin) language or its literature.

Social Studies - At least 24 hours of history required.

Science - 8 to 12 hours of chemistry; 8 to 12 hours of physics; the remainder can be natural (life) sciences:



Physical Science

or

Natural Science

Science & Mathematics

Mathematics

Acceptable 30 hour Majors:

**English	History	Physical Education*
Speech	Chemistry	Agriculture*
Latin	Physics	Industrial Arts*
French	Biology	Commercial*
German	Mathematics	Art*
Spanish	Home Economics*	Music*

Russian	Geography
Economics	Political Sciences or Government
Sociology	Geology

Acceptable 18 hour Minors:

All the Major subjects

*If the study is taken "in a program approved --- for the preparation of teachers in the special subject or area."

**6 hours of speech and 6 hours of dramatics may be used.

Earth Science - Minor

STUDENT TEACHING FOLLOW-UP QUESTIONNAIRE

NASSON COLLEGE

Please answer the following questions to the best of your ability. If additional space is required you may use the back of the page.

1. What was your concept of the student teaching experience before you had actually undertaken it yourself?

2. What are some of your feelings regarding student teaching now?

3. Has your concept of the teacher-pupil relationship changed since you began to student teach? If so, in what way(s)?

4. What has been the greatest surprise of a positive nature that has occurred since you began to student teach?

5. What were the conditions for the greatest setback (awakening to a negative situation) that has been encountered since you began to student teach?

6. What kind of relationship do you have with your cooperating teacher?

7. Do you feel you are accorded the full stature of a teacher in your student teaching situation? If not, why?

8. Did your ideas regarding your ability to communicate with students warrant a change after you began to student teach?

9. What are some pitfalls, as you see them, with respect to a teacher-pupil relationship being on too informal a basis?

10. What are your feelings about modes of dress for student teachers? Should there be regulations in this regard?

11. What feelings do you have regarding the grooming of student teachers? (e.g., hair length, beards, side-burns, moustaches, etc.)

12. Did your prerequisite coursework in the Education Sequence prepare you for your student teaching experience? Explain.

13. What changes would you suggest be made to the present Education Sequence?

14. What are your feelings regarding the 8-week, full time student teaching program? Suggestions?

15. What is the average amount of time you spend in preparing a lesson?

16. How do you perceive yourself in the role of a teacher?

17. How do your students perceive you in the role of their teacher? Have they accepted you?

18. Is your authority as the teacher sometimes usurped (consciously or unconsciously) by your cooperating teacher?

19. Have you had any discipline problems? If so, how did you cope with them? What were their causes?

20. Have you had an opportunity to meet the school principal, vice-principal, or guidance counselors? What are your impressions?

21. Are you getting meaningful evaluations and suggestions from your cooperating teacher?

22. Do you consider your cooperating teacher to be a "good" teacher?

NASSON COLLEGE

Springvale, Maine

STUDENT TEACHING FINAL EVALUATION REPORT

CONFIDENTIAL

Office of the Director
of Teacher Training

Student _____ Class _____ Degree _____

Assignment _____ _____ _____
School System Major Grade(s) taught

	Above Ex.	Av.	Av.	Below Av.	Fail
Adaptability					
Punctuality					
Emotional Maturity					
Initiative					
Response to Suggestions					
Speech					
Rapport with Pupils					
Understanding of Pupil Needs					
Discipline					
Classroom Management					
Knowledge of Subject Matter					
Daily Planning					
Long-range Planning					
Use of Varied, Effective Teaching Techniques					
Skill in Assigning and Motivating Work					
Skill in Stimulating Thought					
Ability to Evaluate Pupil Growth					
Self-Evaluation					
Overall Success as a Student Teacher					

WRITTEN RECOMMENDATION:

By: _____

Title: _____

Date: _____ Approved By: _____
Director of Teacher Training

NASSON COLLEGE

Springvale, Maine

Supplement to Check List

ADAPTABILITY (adjusts to new situations, feels at ease, responds to change of environment)

PUNCTUALITY (anticipates planning and organizational needs well in advance, thus needs not be confronted by deadlines; professional and businesslike in meeting conferences and appointments; responsible and self-reliant)

EMOTIONAL MATURITY (is stable, no apparent problems; achieves; knows self well; maintains equilibrium in face of difficult situations; at ease with pupils, colleagues and the public)

INITIATIVE (undertakes and completes tasks on own, self-starter, willing to try, extends self)

RESPONSE TO SUGGESTION (accepts and acts when given suggestions, wants to improve)

SPEECH (expresses ideas clearly and fluently; uses acceptable vocabulary; speaks with well-modulated voice, adequate volume, distinct enunciation)

RAPPORT WITH PUPILS (regards pupils as important individuals; earns respect through intellectual integrity and academic competence; responds to pupils with warmth, friendliness and humor)

UNDERSTANDING OF PUPIL NEEDS (sensitive to and anticipates needs of pupils; adapts methods to meet needed change; understands child growth and development; gives attention to individual differences)

DISCIPLINE (fair and kind; maintains standards of pupil conduct; develops the feeling of the individual's responsibility for his behavior)

CLASSROOM MANAGEMENT (is accurate; cares for routine matters; prepares reports; good administration in the classroom)

KNOWLEDGE OF SUBJECT MATTER (understands basic principles and concepts; understands content preceding and following particular level; has knowledge of resources and enrichment materials)

DAILY PLANNING (organizes to meet individual and group needs; follows a procedure in planning; well organized and thorough; prepares materials and activities that give the pupil experience in applying principles and facts in new relationships)

LONG-RANGE PLANNING (understands goals of education; has appropriate goals for unit or subject area; relates specific aims to over-all goals)

USE OF VARIED, EFFECTIVE TEACHING TECHNIQUES (understands how to use a number of teaching techniques; uses appropriate technique for the situation)

SKILL IN ASSIGNING AND MOTIVATING WORK (stimulates pupils to approach work enthusiastically; states directions clearly; has ability to select experiences which add interests; presents lessons in well-ordered sequence in which assignment fits naturally; prepares pupils to complete assignment successfully)

SKILL IN STIMULATING THOUGHT (thinks clearly and with depth; is receptive and flexible in recognizing sound thinking in pupils; asks penetrating, relevant, thought-provoking questions; holds standards appropriate to ability of individual learner; guides learning and provides necessary direction)

2

ABILITY TO EVALUATE PUPIL GROWTH (uses effective and efficient testing procedures to determine the learning taking place; uses information gained accurately)

SELF EVALUATION (recognizes own successes and failures and the reasons for them; shows continuous pattern of personal growth; concerned with quality of teaching; is objective about self-improvement)

PLACEMENT INFORMATION FOR NASSON STUDENT TEACHERS

Interview Techniques and Appraisal of Teacher Applicants

A. The Interview

Most school systems require a candidate interview with the employing official as a part of their employment process. Sometimes this interview may be at the college or in the employer's office at the community in question.

The National Commission on Teacher Education and Professional Standards has this to say about the interview:

"Why the personal interview? The employer looks at it this way. It gives him a chance to make a general appraisal of the applicant's personality. He tries to get some insight into the candidate's educational philosophy and professional outlook. He wants to hear his voice and note his physical characteristics. He wants to know the applicant's ambitions and plans for the future. And he might like to get the candidate's opinion on the record of education and experience that he has submitted with his application."

In making whatever preparations you can for the interview, here are some basic "do's" to consider as presented by Grim and Michaelis in their book Student Teaching in the Secondary School.

1. "Try to learn something about the school system and the community in which it is located. Placement officials will be of service in giving you valuable background information on most positions for which you will be

interviewed.

2. Be ready to express briefly and succinctly your point of view on such problems as the place of skills, discipline, areas of the curriculum, and various activities in the school program.

3. Learn as much as possible about the position that is open and be prepared to discuss your qualifications in terms of its requirements.

4. Approach the interview with tactfulness, good nature, frankness, and sincerity. Avoid boastfulness, timidity, ridicule of teaching as a profession, and any behavior that suggests you are not deeply interested in teaching, for most school officials are reluctant to recommend individuals for positions who view teaching as a stop-gap job.

5. Be a good listener and respond honestly to questions put to you; avoid the error of doing most of the talking. On the other hand, it will not be taken amiss if you ask pertinent questions about the school and the community.

6. Keep in mind that any injudicious comments about your knowing influential individuals may convey the idea that you are trying "to use connections" to secure the position.

7. Be neat and well groomed so that your personal appearance will be an asset; face the fact that your appearance is a key aspect of the impression you will make.

8. In your response to questions and in your general manner you should convey an impression of cooperativeness, willingness to accept and carry out suggestions and ability to speak with confidence. Stress what you have to offer rather than what you have to gain."

Grim and Michaelis further have presented a list of things to avoid to assist the interviewee. This list of "don'ts" includes such errors as the following:

1. Wearing inappropriate clothing or make up.

2. Being late or rushing in at the last minute.

3. Entering an interview chewing gum or smoking.

4. Taking friends or relatives to the interview.

5. Greeting the interviewer in an overly friendly manner.

6. Being careless about posture, speech, or mannerisms.

7. Stressing reasons why you must get a job right away.

8. Using slang, strong language, or incorrect grammar.

9. Being overly interested in salary and uninterested in the specific responsibilities of the position.

10. Bragging about or exaggerating your qualifications.

11. Attempting to use pressure on school officials to secure a position.

12. Trying to extend the interview beyond the wishes of the interviewer, or trying to terminate it too soon.

13. Failing to keep confidential all information secured in private interviews.

B. Appraisal of Applicant

A knowledge of items which employing officials consider in appraising the worth of a candidate might be helpful. The following list in order of their frequency of use has been prepared by the National Commission on Teacher Education and Professional Standards:

1. "Interviews with applicants."

2. Information and opinion from those who are given as reference (and sometimes from others not so named).

3. Formal application forms.

4. Transcripts of college preparation and further graduate study.

5. Proof of legal certification for the position sought.

6. Verification of reported experience.

7. On-the-spot observation of an applicant's teaching.

8. Physical examination of applicants (which may include a chest X-ray).

9. Written examinations (required by some school systems. (The National Teacher Examination as an example).

10. Oral examination and birth certificates.

FACTORS TO EVALUATE IN THE CONSIDERATION OF A TEACHING POSITION

A. Questions to ask before obtaining the position:

Before any prospective teacher has accepted a position, some well chosen questions concerning that position should have been asked.

Grim and Michaelis have suggested questions which the prospective teacher should ask himself concerning the position:

1. "Can I handle the position effectively?"
2. Will I be happy in the type of community in which the school is located?
3. Are working conditions satisfactory? Philosophy of education? Teaching load? Salary? Tenure? Retirement?
4. Are the expressed expectancies for teachers consistent with my own point of view and habits of living?
5. Are there opportunities for professional growth?
6. Are the provisions of the contract satisfactory?

Grim and Michaelis further include pertinent information to know concerning living accomodations in the community:

"Satisfactory living arrangements should be selected prior to the opening of school so that full attention can be given to teaching problems as they arise. School officials, officers of the local teachers' associations and fellow teachers will have suggestions regarding places to live, and,

in addition, will be able to answer questions about the desirability of available accomodations. To be avoided are living quarters that create special burdens and problems, such as caring for ill or elderly persons, baby sitting, lack of privacy, poor meals, or loss of sleep because of noise and disturbances. Beginning teachers have enough problems without adding those that invariably arise in unsatisfactory living quarters. The following points constitute minimum essentials and should be checked carefully before you make a final decision."

The National Commission on Teacher Education and Professional Standards has included such related factors concerning a position under:

Community Modes:

"The overtones of local culture and what they tell a teacher about his role must also be considered. Modes of behavior totally acceptable to a community in some regions would result in a teacher's being discharged or becoming at best *persona non grata* in another region. Usually these behavior patterns concern the use of tobacco or alcohol, active political identification, and religious practices. By and large, teachers are now free to live personal and political lives within the ethical framework that they set for themselves. But here and there strictures remain, and an applicant should endeavor to find out about them. Also, he will wish to know if accepting a position implies that he will teach Sunday School and lead a Boy Scout troop in his free time."

Fringe Benefits:

"An applicant will wish to know about the policies and procedures of a school system and its attendant fringe benefits. Retirement provisions

are also important. Usually these are state-based, but here and there a local system supplements the state retirement program. It is quite proper to ask for copies of the contract form and to find out about how a teacher in that system acquires tenure. Also one needs to know about the extent to which the local system has provided for group insurance, a credit union, and sick, maternal, and professional leave. The existence of these provisions usually implies a strong local teachers association. Find out about that association and how it ties into state and national teachers organizations.

"Also, ask for a copy of the school system's administrative code or personnel policies. Most urban school systems have developed this kind of a document."

Opportunities for Professional Growth:

"Finally, a professional teacher may wish to teach in a community which will stimulate his continuing professional growth. These questions are pertinent: Does the school system provide an in-service program, and what is its caliber? Does the local teachers' association provide more than just pressure for higher salaries? How near are colleges and universities wherein a teacher may continue his education? What about recreational facilities, museums, art galleries, concert halls, libraries, theaters, zoo, and parks? And is it, all in all, the kind of place where a married teacher would wish to rear his children.

"By the same token, are there not some dedicated teachers who want to teach in bleak areas, doing their bit to improve the quality of

life in those parts, and who will do so with the full knowledge that provision for public education in the United States is grossly inequitable, so that we continue to rob Peter in order to pay Paul?"

B. Questions asked "on the job":

Providing the position offered you has been acceptable and you have signed a contract, there remain questions for you to ask concerning your new responsibilities after you report to work on the new position. The following check list for new teachers has been included here since it is an excellent one from the Board of Education, City of New York. Depending upon the size of the school system where you will be working, and the degree of supervision you will receive, nevertheless the following questions are well in order:

1. Is there a school handbook with information for new teachers?
2. Who is my immediate supervisor?
3. What am I to do in case of a fire?
4. What staircases and exits may be used for my room in regular and rapid dismissals?
5. What do different bell signals mean?
6. What procedures are used for pupils to enter the building, to assemble, and to leave the building?

7. What preparations must I make to handle emergency drills?

8. What are the regulations concerning visitors to the classroom?

9. What are the regulations concerning pupils' leaving the room or building

10. What provisions do I make to cover my class if I must leave the room?

11. What procedures do I follow when I am absent?

12. How do I record and report pupils' attendance?

13. What procedures are used for permitting pupils to be released for religious instruction and to attend dental and medical clinics?

14. What provision is made for lunch in school?

15. How can I secure the services of doctor, nurse, clerk, attendance officer, and custodian? Others?

16. What help is available for working with non-English speaking pupils and parents?

17. What are my responsibilities during the recess and lunchroom duty assignments?

18. What am I expected to do about a Plan Book?

19. What is the procedure for obtaining textbooks, general art and sewing supplies, audio-visual aids, physical education equipment, and duplication and typing service?

20. Are there rooms set aside for special activities: library, science, crafts, audio-visual aids, shop?

21. Who are the people in charge of trips, audio-visual aids, library?

22. What are my responsibilities concerning room decoration?

23. May I visit other classes?

STUDENT TEACHING:

SOME THOUGHTS FOR ADMINISTRATORS

by

Dr. Bartholomew J. Ciampa
Director of Teacher Training
Nasson College, Springvale, Maine

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THE BULLETIN OF

THE ALABAMA ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

Fall, 1973

"Am I considered an asset or a liability in this school?"

This question, like so many others asked by student teachers, expresses the concern which results from the failure of many school administrators to reflect a real feeling of openness and availability during their initial meetings with the prospective teachers.

To be sure, they say the right words in forwarding the standard amenities, and in expressing the usual welcomes but somehow, somewhere during the introduction stage, something happens. Unconsciously, the principal subtly communicates that he had forgotten that this particular morning was the morning on which the student teachers were to arrive. In addition, the bustle of the main office understandably causes the student to perceive himself as "being in the way" and as interrupting the busy schedule of the administrator.

Since this experience is seen as an exploratory, "first time in the field," experiment on the parts of many student teachers, the need for positivity of initial impression cannot be overemphasized.

If we want to train effective teachers, we should not begin by discouraging them with negative attitudes or by reflecting indifference by way of an "I'm very busy" projection, but, unfortunately, such seems to be true in many cases.

Take, for example, the student who recently related her first impressions of the school to which she had been assigned (after all necessary arrangements had been made).

> "My first impression of Central High was not a very good one," she said. "I had called to make an appointment with the idea of visiting the school before I began my official duties there."

"The principal's reception was far from reassuring. He was not really too sure of who I was when I first called and his solution was to have me phone back the next morning."

"The next day, when I called the principal's office, I found that he had gone away for the day and had left no message. In addition to this, his secretary was very "short" with me and communicated an unfavorable attitude."

"By this time my first impression of the school had already been formed and I was sure I was getting involved with something I did not want to become involved in," she continued.

"If this man, (the principal) with his laissez faire manner, represented Central High School, I might as well forget about teaching, because I knew I would not like it there."

She went on to relate how she felt upon arriving for her first day of student teacher observations.

"...I walked up the stairs and went into the main office. Recollections of my phone calls to this very place came back and I tried to bury my feelings of distaste..."

Consider how another student must have perceived the teaching profession as she told me of her first day experience:

"The car pulled into the high school parking lot and I

got out and went to seek out the principal," she began. "To my shock and dismay he seemed eager to dispose of me and before I could ask any questions he assigned me to a teacher and rushed me out of the office!"

Still another student told me he felt as though he was "up for grabs" because the teachers in the department to which he was assigned gave him the feeling that they wanted him there only because he could serve to decrease their work load.

In some school systems the methods used by administrators in assigning student teachers to members of the teaching staff only serve to reinforce the students' feelings of insecurity. The administrator either assigns the student to a supervisor on the basis of teacher seniority or else the student is forced upon a teacher who, because of a number of reasons, may feel that this is something he must do rather than something he wants to do.

However, the administrator is not always the person at fault, for, after the student has been assigned to his cooperating teacher, he is simply given responsibility for a portion of that teacher's program and receives very little by way of frequent and qualitative performance evaluation from him.

This logical question seems to arise: "who is responsible for seeing that the first active association of the student teacher with the profession is a positive one?"

We can begin to answer this question by examining the role functions of the teacher preparatory triad; the college supervisor, the cooperating teacher, and the school principal.

In her article entitled "The Complex Role of the College Supervisor," Gail Inlow describes the multitude of responsibilities for which the supervisor is accountable. He must act as the emissary of the college to the school; he is responsible for the communication of the particulars of the program to the school's administrators and cooperating teachers; he should make frequent visits to the classrooms where student teachers are placed so that he may serve as an intermediary between the principal, the cooperating teacher, and the student teacher.

In "Paradoxes in Student Teacher Supervision," Donald Barnes speaks of the need for the fostering of three indispensable mainstays of good teaching: purpose, sensitivity, and resourcefulness. The importance of the cooperating teacher cannot be over-stressed in the role she plays in nurturing and strengthening these characteristics in the student teacher. For, the student teacher cannot be without direction; his in-depth sensitivity should enhance his respect for individual differences among his students; and his resourcefulness can provide the satisfaction received for a truly creative and appropriate effort.

The burden upon the shoulders of the cooperating teacher is a weighty one. Her task is "...to recognize the paradoxes of supervision and to help the student teacher to develop the qualities which he needs in order to find his own answers and his own patterns."

Historically, the least understood role in the preparation of prospective teachers has been that of the school principal.

Sheila Schwartz, in a recent article entitled "The Principal's Role in the Student Teaching Program," summarizes the problem with the following statement:

"The relationship between principal and student teacher

> usually takes the following pattern: The principal agrees to place the student teacher with a classroom teacher in whom he has confidence. He greets the student teacher and the college supervisor and then withdraws from the student teaching program."

In actuality the principal has the major role to play in the teacher training program. He is responsible for the fostering of a facilitative attitude among his teachers; he must see that the cooperating teacher is provided with enough released time for team planning, discussion, and evaluation; he should be familiar with the student's background, orientation to the school, and classroom performance. In the final analysis, he must accept ultimate responsibility for every aspect of the student teaching program,"...for the continuity of the student's experience, the variety and worth of the experience, the emotional and social aspects of the situation, and the over-all quality and value of the internship program in his school."

All educators should feel a professional obligation to dynamically involve themselves in programs designed for increased effectiveness in teacher preparation.

The standards of the teaching profession can be rapidly and significantly elevated from within, if student teachers are viewed as investments in the future of our society.

Positive first impressions for student teachers will help provide a return on this initial and, seemingly, innocuous investment which will be manifested by ever-increasing numbers of pupils who will, in turn, contribute to the improvement of our society as responsible citizens.

VTR...EDUCATION'S BENEVOLENT HUMILITY DEVICE

by

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RESEARCH IN EDUCATION

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How do we breach the "humility gap" in teacher training programs" Is there a "shortcut" we might explore in trying to replace the inexperienced undergraduate concept of "teaching is a 'gut'" with the realistic concept of the student who has successfully completed his student teaching experience?

Such a "shortcut" does, indeed, exist in the use of television videotape equipment.

It seems that the educational foundations and methods courses are all irrelevant to the student until he has had some suitable laboratory experience in the field which enables him to synthesize his previous experiences into a meaningful "teacher readiness" factor.

The value in the T.V. "replay" idea lies in the context of its use in nurturing humility without the student being subjected to humiliation.

An invaluable asset in education is considered to be the individual's awareness of his own shortcomings as a teacher so that he will be ever-challenged in trying to improve his teacher effectiveness. Videotaping, without a doubt, provides the student with the knowledge of his strengths and weaknesses as a beginning teacher.

The adaptation of videotaping to teacher training programs is by no means a new idea, but it seems that the method of its employment has been responsible for its varying degrees of success.

Elements of change or variation which might influence success can be linked to such factors as initial purpose of videotaping, educational facilities and equipment available for use and academic level of experience of students or observers.

Let us more closely examine a specific application of these variables by assaying the V.T.R. (videotape recorder) utilization employed in the Nasson College Secondary Education Certification Sequence.

This particular course "block" or sequence includes the courses of History and Philosophy of Education, Adolescent Psychology, Educational Psychology, Secondary School Teaching Methods, Student Teaching Seminar and Student Teaching in Secondary School. Also available as related electives are Theories of Learning, Psychological Measurement and Child Psychology.

Prior to the implementation of the videotape equipment, students would progress through the sequence and approach the "capstone" course (Student Teaching) with little or no exploratory experience beyond the abstractness of the textbook, the course-planning projects, or the supplemental readings. (Even the utilization of role-playing lesson presentations seems to have a stifling aura of fabrication when merely presented in a quasi-classroom context in the absence of the V.T.R.)

Since the students usually undertake the Secondary School Teaching Methods Course as the immediate antecedent to the actual Student Teaching experience, it was considered best to apply the concreteness of the videotape experience at this point in the sequence. Not only are the students able to get their extremely important first experience in the comfortable and protected atmosphere of a pre-sensitized micro-teaching simulation, but they are also afforded the benefit of a minimal time lapse between this activity and the actual classroom teaching experience.

The videotaping exercise is begun after the students have had a thorough exposure to comprehensive material describing the lesson and unit planning

concept. This material might include various readings on the subject, numerous descriptions of flexible lesson formats, substantive lesson plan models, and observations of videotape lessons presented by previous students engaged in the same activity during a previous semester. (Since all lesson plans are retained and catalogued with the corresponding videotapes, the observing students are able to view the tapes with facsimiles of the presenting students' original lesson plans in-hand.)

The Secondary Methods Course participants are divided into groups of presenters and observers and a calendar of presentation and replay dates is arranged with the Audio-Visual Department and is structured to coincide with the original course-time meeting arrangements. We have found it best to videotape on Fridays and to replay these tapes on the following Mondays. Although the "instant replay" is of merit, it was found that the weekend delay provided time for students' introspection and fostered an air of objectivity on the part of the person viewing and critiquing his own presentation.

Prior to the videotape presentation the student is required to submit the formal lesson plan for his program typed on a duplicating master.

The lesson plans are then duplicated and dispensed to the observing students along with an evaluation form (see attached) when the tapes are replayed.

Immediately after the videotapes are replayed the observing students return the completed evaluation forms <u>directly</u> to the student who presented the lesson. (Note: The evaluation forms are <u>not</u> submitted to the instructor). This practice seems to nurture objective, qualitative evaluations on the part of the observers. (If any verbal comments are to be made, the student presenting the lesson should have the first opportunity to critique the lesson).

It is extremely important that observing students are made aware of the fact that their comments are valuable and need not be constrained because of any fear that negative comment might tend to contribute to one's peer's grade being affected.

When all verbal comments are made and all written evaluation forms are returned to the student who presented the lesson, he has at least three avenues of self-evaluation.

First, he has the opportunity to observe and critique himself presenting a lesson of his choice within his subject matter field.

Secondly, he has a chance to hear and discuss any pertinent issues arising out of the replay with his instructor and his fellow students.

Third, he is able to synthesize the numerous evaluation forms and divine any consensus or disagreement about any single component or any combination of items cogent to his specific lesson. (See attached evaluation form).

The program should be structured enough so that students are never without positive direction toward the course's goals, whether they are planning, presentation, subject matter, or any combination of these, oriented. Yet, it must also be flexible enough to allow for wide variation and innovation at any number of th technical or theoretical stages. If a program can be so structured then the possibilities for success are greatly increased.

The importance of a positive, relevant, first exposure involving the student's formal assumption of the teacher role cannot be over-emphasized. For, with each exciting, dedicated and relevant new teacher who enters the profession, there wi be reflected in his students a geometric progression of informed, responsible citizens.

VIDEO-TAPE EVALUATION FORM

SECONDARY SCHOOL TEACHING METHODS

NASSON COLLEGE - B. J. Ciampa

V. T. Lesson presented by _____ Date _____

Estimated Length (min.) _____

Please comment on any of the following items that may be relevant to the lesson.

- Voice and/or speech
- Command of Subject Matter
- Ability of establishing a cooperative attitude in observers
- Ability to plan and organize a lesson (relationship of plan to actual lesson)
- Ability to hold interest of class
- Was the purpose of this lesson clear to both the teacher and the observers?
- Was the lesson beginning effective in establishing a purpose?
- Will you leave the class with one or more clear concepts?
- How would you react to the lesson if you were a pupil in a class being presented this lesson?
- V.T. Teacher's area(s) of strength
- V.T. Teacher's area(s) of weakness
- Additional comments

_____
signature (optional)

THE AMERICAN TESTING HYPOCRISY

by

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Nasson College, Springvale, Maine

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EDUCATIONAL LEADERSHIP, Journal of
the Association for Supervision and
Curriculum Development, N.E.A.
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"I'm furious!!"... "It was too subjective." ..."I crammed for four hours last night and really didn't need to!"... "Why aren't there any true-false or 'fill-ins'?" ... "We expected you to 'sock it to us'!" ...

THESE were some of the responses given by college seniors which reflected the feelings of an entire group of Secondary School Teaching Methods course participants regarding an examination they had just completed.

Strangely enough, the examination material under discussion dealt with the negative motivation of high school students' studying solely for good grades. Also examined were the underlying academic pressures brought to bear upon American youth as a result of "the gold star syndrome."

We had been considering seven readings, each of which was concerned with a different contributory factor to the overall breakdown of the American learning process via pressures exerted upon students from diverse sources. One article dealt specifically with the pressure upon the student to conform to America's educational "rat race" so that he might later be admitted to one of the "right" colleges. Another treated the current homework escalation imposed, by many of our well-meaning teachers, in terms of quantity rather than quality. Still another entertained the subject of negative parental and peer group pressures. All in all, a very comprehensive selection of materials was chosen to give somewhat more than a "far-away" meaning to classroom discussions that sometimes tend to be overly theoretical for want of "working" educational experiments available for student observation.

How ironic it was to hear some of these prospective teachers complaining simply because I had failed to comply with the testing <u>status quo</u> to which they had become oriented throughout their formal educations. "Where are the multiple

choice (multiple 'guess' in many cases) questions?" "What are we to do with the facts we mentally photographed during our self-inflicted, high pressure studying?" These were the questions they unconsciously, nonverbally communicated to me.

In many cases I am certain it was felt that the assigned readings were intended to be read and swallowed merely to be regurgitated at test time. It seemed that the material was stored in the mind to be transferred later to the test paper and virtually left there!

NEGATIVE TESTING TECHNIQUES

There were those students who felt totally incapacitated primarily because they were expected really to think and not merely to "parrot" intelligent-seeming ideas they had encountered in the prescribed readings regarding pupil pressures caused by negative testing techniques. For example, such techniques may inadvertently place emphasis on fear of failure and thereby motivate students to study by memorizing passages or the first letters of words or phrases in a list of items soon to be forgotten.

Where was the misconception of preparing for tests in such a manner born? Perhaps it began with a simple reward-punishment association at a very early age and was then transformed into a more sophisticated stimulus-response situation, with the negative motivation of warped parental values serving as the catalyst during the very early school years.

Is this lack of emphasis on the qualitative, subjective approach actually perpetuated by the technological pressures of our recent "push" into the space age? Although some years have passed since that fateful day in October 1957, when the first man-made satellite was orbited by the U.S.S.R., we still seem not

to have recovered from our first impulse; namely, of trying to regain our tarnished technological pride by rationalizing that more work would make our students better. Not more qualitative work, but simply more work! One gets the impression that some educators can justify trying to transform the average student into the excellent student in this manner by merely calling for the pursuit of academic "excellence" that will enable us to meet the technological challenge. This projection seems to have been carried, in some cases, even to the extent of sacrificing the total individual and substituting for his development the mass preparation of "bachelor's degree technicians."

The metamorphosis of American education of the post-Sputnik era has indeed had an irreversible effect on the students of this generation by virtually instilling the feeling that the student must "psych himself up" for an examination if he expects to pass it. The quantitative emphases on homework in American schools actually foster "cramming" simply because of the vast amounts of technical data for which students are held responsible in the academic disciplines of the objective sciences.

To what scholastic level is this extended? Some insight came to me when I realized that my group of college seniors had not yet achieved their own personal, intellectual renaissances. Indeed, they are intellectually aware, but are in need of a revival or a rebirth of genuine academic purpose. The overall aim of the pursuit of higher education seems to have been furtively disguised by the implementation of a maze of entrance, qualifying, and comprehensive examinations. Many students have lost sight of their destinations and are primarily concerned with each obstacle that is placed in their paths.

After having studied the disadvantages of pupil pressures by way of negative test

motivation, most of my students took it for granted that they would be tested by this same "pseudo-norm."

Are we beginning to see the manifestation of a never-ending geometric progression of test-conscious citizens in a totally test-oriented society? Is the area of educational evaluation being viewed so superficially that the problem is not even realized? Has this practice become so widespread that it is now a generally accepted rule and, therefore, not to be questioned?

TEST PRECONDITIONING

I would never have realized the extent of the test preconditioning of these students were it not for the evident congruence of the material under discussion. The American "way" of education, which, as the New Jersey Department of Education reports, caused at least 41 students in that state to commit suicide between September 1960 and June 1963, and possibly 738 suicide attempts during the same time period, is indeed open to harsh criticism.

I am sure much of my students' concern lay in the area of the test's grading. "How can a test that is subjective in nature be graded objectively?" "How can we be sure the tests will be graded fairly?" might be logical questions posed. Has the contemporary American trend inadvertently fostered the desire for the "good" grade and an atrophy of the pursuit of the "good" mind?

A number of my students were truly upset when they realized that this examination did not meet the level of objectivity of their expectations. They seemed to be frustrated because it really <u>did not</u> warrant their "cramming" or ulcer-producing anxieties without once giving a thought to the somewhat idealistic and "far-away" -seeming theoretical jargon which they had so heartily endorsed while discussing the material. As yet they were still subconscious prisoners of the very

technique that they themselves abhorred. The trite ambiguity of "keepers of their own prisons" seems to loom ominously.

My first inclination was to feel that I had failed to jar these prospective teachers loose from the "truths" of their prescribed notions of learning motivation and proper study techniques. Yet, on pondering the situation further, I found it was not too difficult to realize the depth of this indelibly etched preconditioning. Such preconditioning, in some youthful cases, has bred hopeless academic incompetents out of capable students by virtue of reaction-formation defense mechanisms. Such preconditioning apparently has been nurtured during the formative years on the secondary school level and may be being perpetuated on many college campuses by well-meaning professors.

Where will this situation end?

It seems that many school systems are taking positive steps to alleviate much pressure by implementing flexible-modular scheduling, programmed learning, and complete nongraded primary situations; but this is not enough. I fear that the problem is so immense that the only effective curbing measure may be in the form of immediate, nationwide educational reforms at both the primary and secondary school levels.

For the present we can hope to break the chain of this progression by concentrating on the link with which each of us, parent and educator alike, is involved. Perhaps if this were to be done the "SCAT, PSAT, SAT generation" could be realistically termed the "enlightened generation."

EDU-KINESICS: THE NON-VERBAL LANGUAGE OF THE CLASSROOM

by

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Are you, as a teacher, aware of the total message you may be communicating to your students at any given time during the school day?

Psychologist Albert Mehrabian has devised a formula which takes into account the non-verbal communication which usually accompanies and qualifies the spoken words of most messages. He claims that a message's impact can be measured in terms of verbal, vocal and facial elements in the ratio of 7 percent verbal, 38 percent vocal and 55 percent facial, together amounting to the message's total effectiveness.

The mere awareness of this concept should prove to be significant to teachers who are trying unsuccessfully to communicate teaching and learning messages.

In over-simplified terms, if the desired message is not properly encoded by the sender (teacher) and decoded by the receiver (learner), the communicative process fails.

Can you imagine the infinite variations that are possible considering verbal, vocal and facial element combinations in the encoding of the mundane statement, "Class-Come to order," at the beginning of a class period?

Are you, as you assume the role of the teacher, aware of how you are perceived by the student? Do you find your students gazing into your face when you pose a yes/no question? Do your different students, as they respond, vacillate frequently from one answer to another in closed-option questions?

Many teachers, especially on the primary level, do not give due credit to the qualitativeness of their students' perceptions. In effect, they (your students) may be reading your facial expressions, voice-tone patterns and gestures effectively as they were reading a book. John Holt, in How Children Fail, very

aptly describes this phenomenon as the "guess and look" strategy. He states, as he was observing a teacher instruct a particular class:

> There was a good deal of the tried-and-true strategy of "guess and look," in which you start to say a word, all the while scrutinizing the teacher's face to see whether you are on the right track or not. With most teachers, no further strategies are needed. This one was more poker-faced than most, so "guess and look" wasn't working very well. Still the percentage of "hits" was remarkably high.

When a child is being instructed within or outside the school context, negative non-verbal communication can be as detrimental as being verbally harsh or vocally berating.

As anthropologist Edward T. Hall elicits in his The Silent Language:

> The fact that so many of our children dislike school or finish their schooling uneducated suggests that we still have much to learn about learning as a process. ...Having learned to learn in a particular fashion, adults can communicate their prejudices or convictions in a variety of subtle...ways.

Most teachers are unaware of the most effective motivating device at their disposal - their own enthusiasm for the subject area they teach. This enthusiasm (or lack of it), however, is usually non-verbally communicated to each student at a very early stage in the teacher/learner relationship. The student perception can have a devastating impact upon the effectiveness of a

teacher.

Ray Simpson alludes to this point in his Teacher Self-Evaluation:

> Am I "meanings and significance" oriented rather than exclusively facts oriented? This question implies the need to learn more about the interpretations and meanings that pupils do or should attach to some of the factual learnings. It suggests a need for the teacher to learn more about the perceptual experiences of his students, about why their perceptions may lead them to reject an assignment, about why the youngsters may believe that what most of what they find in their ideas may turn out to be radically different from the teacher's. This difference, if unperceived by the instructor, may seriously interfere with learning.

It is not enough to be aware of how much material needs to be covered (or uncovered, as it were) for, as Dr. Mehrabian's formula may illustrate, the major portion of the message we communicate has nothing to do with the subject matter.

What we should be increasingly sensitive to as "facilitators of learning" should be centered around the nature of the total actual message our students are receiving.

Try to make use of a tape-recorder or, better still, videotape recording equipment in the very near future. If you really observe and evaluate yourself in view of what has been described above, you will have taken the first step toward realizing the major goal of formal education - that is, making learning eminently more efficient!

TRACKING - A TIME FOR EVALUATION

by

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Many citizens and educators feel that the method often used to group pupils for instructional purposes is the basic issue involved in many of the criticisms directed at secondary education in this country.

Many school systems have developed a "track" plan, which is a procedure for classifying pupils into different programs of study on the basis of "ability."

A reasonable period of time has elapsed since the widespread adoption of tracking for ability groupings, and it is felt that the systems that originally implemented such programs may have become stagnant.

Presented below are a number of questions which must be considered if we are to be honest with ourselves in trying to face the problems of our original commitment to help the individual student:

Are third track groupings considered "catchalls" by most teachers?

Do the teachers view class groupings as significantly different enough to warrant varied class pacing and separate daily lesson planning or are third track students presented with "watered down" variations of average ability course work?

Are the students in the third track groups those who may have learning disabilities or emotional problems directly attributable to the frustrations of repeated failure or are they simply those pupils who don't seem to "fit" anywhere else?

Are third track students prisoners of a rigid grading system wherein they will be repeatedly frustrated by failure or does the system offer some flexibility of evaluation to encourage a positive change in attitude which may be the forerunner in improvement of achievement?

It is considered possible that third track students may be able to achieve at least on a par basis with average groups when operational skills (math, science experiments, shop, sewing, art) are considered or are all courses geared to a sub-average achievement level?

Is every avenue of accommodation by way of flexible modular scheduling being investigated or are students and teachers "trapped" by a rigid coursetime schedule?

When third track youngsters "find themselves," is it possible for the students to be transferred into an average class or must they finish the year with the "slower group" because of too much of a "subject matter gap?"

Is it possible to rearrange schedules to accommodate a change in their strongest subjects or are students in a "challenged" or "bored" situation?

Is the objective of third track teachers seen as the planning of learning activities and materials which will enable their students to meet success in various subject areas and to build on that success in order to bring the individual student's achievement level closer to his capacity or is it simply to provide the student with enough work to keep him "busy" while not actually challenging him to achieve beyond the arbitrary limits of the group to which he has been relegated?

Third track programs are valid only if they help individual students to achieve, not if they exist as a dumping ground to remove "dead wood" from other classes.

So far, it seems that many problems have been removed from other classes; the most frustrated and disturbed students have been put into the third track. However, the hoped for objective, to get these non-students to become functioning students, must not be thwarted.

THE GOLD STAR SYNDROME

by

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If we were to tell our students that attendance at classes would not be taken and that each would receive an "A" for the course whether or not he attended class, what do you suppose would happen? What percentage of your students would continue to attend regularly?

I wonder how many teachers have seriously contemplated the questions, why do these kids come to my classes? Are they here to broaden themselves intellectually? Or are they here because of the "grade" or the "diploma" or the "degree?"

Has our educational system actually fostered the corruption of our students in calling for a pursuit of "excellence," (which is usually accompanied by some material form of academic "recognition") and an atrophy of intellectual venture?

Once upon a time these same students entered the first grade with untainted motives. They wanted to learn to read so that they, too, could know what the books their older sibling were reading "said." They wanted to learn to write so that they, too, could enjoy the excitement of communicating by letter as they saw their parents doing. In short, in their beautiful naivete, they simply wanted to know.

But something happened along the way. Something changed this purity of intent. We did!!

We unconciously gave them subtle rewards for work "well done." These subtle rewards, as the child progressed through his early school years, soon became overt symbols of his success and were manifested as stars, grades, and report cards.

Soon the only generic transfer school work held for a child was whether or not the resultant grades gave rise to acceptance or rejection by his parents or peers.

Teachers could easily justify these grades by measuring how much "material" the students could regurgitate on tests. The relevance of such "material" mattered little as long as Johnny could stuff it into his head and hold it there until test-time.

The curriculum seems to have undergone a metamorphosis which sets it apart from the considerations of the nature of the growing child coupled with the nature of society. The curriculum now appears to have become a means toward merely moving children en masse through the system with as much expediency as possible.

Only recently have the voices of the likes of William Clark Trow, John Holt, and Marshall McLuhan been heard.

As Trow, in his Teacher and Technology, puts forth: the notion that one teacher teaches a "course" the content of which takes one year to complete, and that all members of the class are expected to begin and end it together is still believed by our society to be asiomatic.

It is time to question these blindly held axioms!

On the subject of grading he feels that we have continued to assign grades as an escape or as a psychological rationalization. We are, he goes on, merely projecting the failures of the system on our students, giving low grades to those who have been properly classified or adequately taught, and at the same time giving rewarding grades to those who do well, whether they needed the instruction or not.

Why do we assign grades? What do grades prove? How can we possibly defend the practice of assigning a grade to a student (in many cases a student to a

grade)? We justify it by using tests.

John Holt says in his most recent article, "The Tyranny of Testing," that nearly all teachers mistakenly feel that testing is a necessary part of education while at best it does more harm than good.

He goes on to state that there are two main reasons that we test children. The first is to threaten them into what we want done, and the second is to give us a basis for handing out rewards and penalties upon which our system of education is based.

How difficult it is to acknowledge the truth in those statements, but more difficult still is the task each of us must undertake in trying to undo the damage which has already been done.

When, as he says, the tester is no longer a guide or helper, but an enemy, and that a test is perceived by the student as an attempt to do him "in" it is painfully apparent that a tack must be taken along a more positive course to foster new sensitivity toward the "new learner."

The McLuhan-esque concept of the "new learner" as a result of the "new media" is not as profound as many educators may think. It merely takes opening one's eyes to the real world and comparing it to what is happening in our schools to be shocked into awareness.

Instead of our schools serving to meet the needs of our children it seems that our children have been "plugged into" the mechanics of our schools with an end toward competing in our world of materially motivated values. It is little wonder that today's education "turns kids off" and that a feeling of academic unrest is pervading not only the college campus but also filtering down through

the high school and junior high school. The "total concept" student, who exists as a result of the mass media, cannot be expected to be a passive, apathetic learner in a "narrow concept" educational system.

The reality of the matter is this: the relevance of a student's education lies in his own perception of it. If our students are attending our classes for any reason other than intellectual expansion, then it should be evident that we are failing. If our failure is not merely overlooked but rather progressively perpetuated, what then of the next generation ... and the next ... and the next?

There is no panacea for this dilemma but there is hope in trying to approach a solution. We must first develop a priority in our educational policy. We must make education relevant. We must utilize our technological devices not merely to simulate traditional educational practices but to figuratively turn our classrooms "inside out" so that our classrooms are where the world is "at". We must use technology to integrate team-teaching, programmed learning, non-graded schools, multi-media learning situations, individualized instruction and participatory research on all levels.

It's time to put away our little boxes of gold stars and tune in on the real needs of our students and real goals of education before we find ourselves buried under the remnants of our own historical misdirection.

A PARTIAL LISTING OF TEXT BOOK PUBLISHERS AND SOURCES OF TEACHING MEDIA IN THE UNITED STATES

TEXTBOOKS:

Abingdon Press: 201 Eighth Avenue, Nashville, Tennessee 37202

Addison-Welley Publishing Co., Inc.: Reading, Massachusetts 01867

Allyn and Bacon, Inc.: Northern Division, Rockbrigh, N. J. 07647

American Book Co.: 55 Fifth Avenue, New York, N. Y. 10017

Appleton-Century-Crofts, Inc.: 34 West 33rd Street, New York, N. Y. 10016

R. R. Bowker Co.; 1180 Avenue of the Americas, New York, N. Y. 10036

Cambosco Science Co., Inc.: 342 Western Avenue, Boston, Massachusetts 02135

Cambridge Book Company: Cambridge Building, Bronxville, N. Y. 10708

Children's Press: Regensteiner Publishing Enterprise, 122 West Van Buren Street, Chicago, Ill. 60607

Coward-McCann, Inc.: 200 Madison Avenue South, New York, N. Y. 10016

Dodd, Mead and Co.: 4[illegible] Park Avenue, New York, N. Y. 10016

Doubleday and Co.: Garden City, New York 11530

Dover Publishers, Inc.: New York, N. Y. 10014

Dutton, E. P. and Co., Inc.: 201 Park Avenue, South, New York, N. Y. 10003

Farrar, Straus and Co., Inc.: 19 Union Square, West, New York, N. Y. 10003

Field Ed. Pub. Inc.: 396 Springfield Ave., Berkely Heights, New Jersey 17922

Freeman, W. H. F. and Co.: 660 Market Street, San Francisco, Calif. 94104

Ginn and Company: Boston, Massachusetts

Grosset and Dunlap: 1007 Broadway, New York, N. Y. 10010

Harcourt, Brace and World, Inc.: 757 Third Avenue, New York, N. Y. 10017

Harper and Row Publishing Co.: 49 E. 33rd St., New York, N. Y. 10016

Heath, D. C. Co.: 285 Columbus Avenue, Boston, Massachusetts 02116

Holt, Rinehard, Winston, Inc.: 283 Madison Ave[illegible] New York, N. Y. 10017

Houghton Mifflin Co.: 110 Tremont Street, Boston, Massachusetts 02107

Knopf, Alfred A. Inc.: 501 Madison Avenue, New York, N. Y. 10022

Lippincott, J. B. Co.: E. Washington Square, Philadelphia, Pa. 19105

Little, Brown, and Co.: 200 West Street, Waltham, Massachusetts 02154

Longmans, Green and Co., Inc.: 119 West 40th Street, New York, N. Y. 10018

McKay, Dave Co., Inc.: 119 West 40th Street, New York, N. Y. 10017

Norton, W. W. & Co., Inc.: William Stone Association, Inc. 425 Park Avenue South, New York, N. Y. 10016

Oxford Book Company: Keystone Ed. Press, 387 Park Avenue South, New York, N. Y. 10016

Page, L. C. and Co.: 53 Beacon Street, Boston, Massachusetts 02108

Prentice Hall, Inc.: Englewood Cliffs, New Jersey 07632

Putnam's G. P. Sons: 200 Madison Avenue, New York, N. Y. 10016

Random House: 457 Madison Avenue, New York, N. Y. 10022

Saunders, W. B. Co.: Philadelphia, Pa. 19105

Scholastic Magazines, Inc.: 900 Sylvan Avenue, Englewood Cliffs, N. J. 07632

Science Research Association: 259 East Erie Street, Chicago, Ill. 60611

Scott, Foresman and Co.: 99 Bauer Drive, Oakland, New Jersey 07436

Scribner, Charles & Sons: 597 Fifth Avenue, New York, N. Y. 10017

Singer, L. W. Inc.: (sub. of Random House) 33 West 60th Street, New York N. Y. 10020

Simon and Schuster, Inc.: 630 Fifth Avenue, New York, N. Y. 10020

Strand Bood Store, Inc.: 828 Broadway, New York, N. Y. 10003

Vanguard Press: 424 Madison Avenue, New York, N. Y. 10017

Van Nostrand, D. Co., Inc.: 450 W. 33rd Street, New York, N. Y. 10001

TEACHING MEDIA:

Allis-Chalmers Manufacturing Co.: Tractor Photographic Group, Milwaukee, Wisconsin 53201

AAA Foundation for Traffic Safety: 734 15th St., Northwest, Washington, D. C. 20005

Agency for International Development: Radio-TV Film Services, Information Staff, Washington, D. C. 20523

Aluminum Association: 750 Third Avenue, New York, N. Y. 10017

Aluminum Company of America: Motion Picture Section, 794 Alcoa Building, Pittsburgh, Pa. 15219

American Bakers Association: Attention: Miss Frances Drillock, Suite 650, 1700 Pennsylvania Avenue, Northwest, Washington, D. C. 20006

American Cancer Society: 219 East 42nd Street, New York, N. Y. 10017

American Dental Association: Bureau of Audiovisual Service, 211 East Chicago Avenue, Chicago, Ill. 60611

American Foundation for the Blind: Division of Public Education, 15 West 16th Street, New York, N. Y. 10011

American Gas Association: Film Service Library, 1515 Wilson Boulevard, Arlington, Virginia 22209

American Institute of Steel Construction, Inc.: Department of Educational Services, 101 Park Avenue, New York, N. Y. 10017

American Iron and Steel Institute: Mr. L. J. McDevitt, Staff Representative 633 Third Avenue, New York, N. Y. 10017

American Music Conference: Film Department, 332 South Michigan Avenue, Chicago Illinois 60604

American Optometric Association: Division of Public Information, 7000 Chippewa Street, St. Louis, Missouri 63119

American Petroleum Institute: Committee on Public Affairs, 1271 Avenue of the Americas, New York, N. Y. 10020

American Red Cross: Local Red Cross Chapter

American Society for Metals: Film Programs Inc., 2238 Euclid Avenue, Cleveland, Ohio 44115

American Trucking Associations, Inc.: 1616 P Street, Northwest, Washington, D. C. 20036

Armstrong Cork Company: Mr. Clyde O. Hess, Manager, Press Relations, Public Relations Dept., Liberty and Charlotte Streets, Lancester, Pa. 17604

Association Films, Incorporated: Executive Offices, 600 Madison Avenue, New York, N. Y. 10022

Bausch & Lomb Inc.: Film Distribution Service, 635 St. Paul Street, Rochester N. Y. 14602

Belgian Embassy: Film Library, 3330 Garfield Street, Northwest, Washington, D. C. 20008

Bendix Corporation, The: Electrical Components Division, Service Department, Sidney, New York 13838

Biological Sciences Curriculum Study: University of Colorado, P. O. Box 930, Boulder, Colorado

Boeing Company, The: Attention: Film Editor, News Bureau, M. S. 16-41 Seattle, Washington 98124

Boyd Film Company: 1569 Selby Avenue, St. Paul, Minnesota 55104

Bureau of Land Management: U. S. Department of the Interior, Washington, D. C. 20240

Bureau of Mines: United States Department of the Interior, Motion Pictures 4800 Forbes Avenue, Pittsburgh, Pa. 15213

Bureau of Reclamation: Office of Chief Engineer, Building 67, Attention: D-841 Denver Federal Center, Denver, Colorado 80225

Bureau of Fisheries and Wildlife: Boston, Massachusetts 02109 U. S. Post Office and Court House

Campbell Films: Film Library, Saxtons River, Vermont 05154

Chinese Information Service: Pacific Coast, 3440 Wilshire Boulevard Los Angeles, California 90005

College Entrance Examination Board: College Board Film Library, 267 West 25th Street, New York, N. Y. 10001

Consulate General of Ireland: 33 East 50th Street, New York, N. Y. 10022

Consulate General of Japan: Address all requests for these films to: Association Films, Inc., 600 Madison Avenue, New York, N. Y. 10022

Consumer Union Film Library: 267 West 25th Street, New York, N. Y. 10001

Cotton Producers Association: Public Relations Department, P. O. Box 2210 Atlanta, Georgia 30301

Creative Playthings: Mrs. Bette Benedict, Director, Public Relations and Advertising, Princeton, New Jersey 08540

Department of Economic Development: Bureau of Licenses and Inspections, Housing Division, 14th & E Streets, Northwest, Washington, D. C. 20004

Department of the Air Force: Address all requests for these films to: USAF Central Audio-Visual Library, AF Audio-Visual Center, Norton AFB, California 92409

Department of the Army: Attention: Audio-Visual Support Center, Fort George G. Meade, Maryland 20755

Department of the Navy: First Naval District, 495 Summer Street, Boston, Massachusetts 02000

A. B. Dick Company: Audio-Visual Department, 5700 West Touhy Avenue Chicago, Illinois 60648

Eastman Kodak Company: Audio-Visual Service, 343 State Street, Rochester, New York 14650

Embassy of Jamaica: 1666 Connecticut Avenue, Northwest, Washington, D. C. 20009

Embassy of Malaysia: First Secretary, Information, 2401 Massachusetts Avenue, Northwest, Washington, D. C. 20008

Embassy of Pakistan: Information Division, 2315 Massachusetts Avenue, Northwest, Washington, D. C. 20008

Embassy of the Republic of Uganda: Information Attache, 5909 Sixteenth Street, Northwest, Washington, D. C. 20011

Environmental Science Services Administration: Chicago, Illinois 60611 160 East Grand Avenue, Dallas, Texas 75207

Federal Aviation Administration: FAA Film Library, AC0921, P. O. Box 25082 Oklahoma City, Oklahoma 73125

Federal Highway Administration: Photographic Section, Washington, D. C. 20591

Federal Reserve Bank of Boston: Public Information Department, 30 Pearl Street, Boston, Massachusetts 02106

The Film Bureau: 267 West 25th Street, New York, N. Y. 10001

Films of Poland: Press Office, Polish Embassy, 2640 Sixteenth Street, Northwest Washington, D. C. 20009

Films of the Nations: 5113-16th Avenue, Brooklyn, New York 11204

Fish and Wildlife Service: United States Department of the Interior, Bureau of Commercial Fisheries, Audio-Visual Services, 1815 North Fort Meyer Drive Arlington, Virginia 22209

The Ford Company: Film Library, The American Road, Dearborn, Michigan 48121

General Motors Corporation: Public Relations Staff--Film Library, General Motors Building, Detroit, Michigan 48202

German Consulate General: P. O. Box 66288, 3600 Yoakum Blvd., Houston, Texas 77006

Glass Container Manufacturers Institute, Inc.: Public Information Manager 330 Madison Avenue, New York, N. Y. 10017

Goodyear Tire and Rubber Company: Public Relations Film Library, 1144 East Market Street, Akron, Ohio 44316

Guidance Information Center: Academy Avenue, Saxtons River, Vermont 05154

Gulf Eastern Film Library: Association Films, Incorporated, 600 Grand Avenue Ridgefield, New Jersey 07657

Henry Ford Museum and Greenfield Village: AudioVisual Services, Department of Education, Dearborn, Michigan 48124

Hughes Aircraft Company: Mr. K. G. Brown, Building 100, M/SA-531,P. O. Box 90515, Los Angeles, California 90009

Information Service of India: Film Section, 3 East 64th Street, New York, N. Y. 10021

International Business Machines Corporation: Modern Talking Picture Service, Attention: IBM Service Desk, 1212 Avenue of the Americas, New York, N. Y. 10036

Jewish Chautauqua Society: Film Librarian, New York, N. Y. 10021

Jordan Embassy. Mr. George Y. Shamma, 2319 Wyoming Avenue, Northwest, Washington, D. C. 20008

Kaman Aerospace Corporation: Mr. R. J. Neary, Manager, Advertising and Public Relations, Bloomfield, Connecticut 06002

Maine Department of Agriculture: Mr. Kenneth E. Gray, Chief, Motion Picture Services, State House, Augusta, Maine 04330

Marine Corps: Attention Director, 605 Stewart Avenue, Garden City, Long Island, New York 11530

National Aeronautics and Space Administration: NASA Ames Research Center, Public Affairs Office, Moffett Field, California 94035

National Aeronautics and Space Administration: NASA Electronics Research Center, Educational Programs Office, Cambridge, Massachusetts 02139

National Aeronautics and Space Administration: NASA Goddard Space Flight Center, Photographic Branch Code 253, Greenbelt, Maryland

National Aeronautics and Space Administration: NASA John F. Kennedy Space Center, Code SOP 323, Kennedy Space Center, Florida 32899

National Aeronautics and Space Administration: NASA Manned Spacecraft Center, Public Affairs Office, AP-2, Houston, Texas 77058

National Association of Secondary School Principals: 1201 Sixteenth St., Northwest, Washington, D. C. 20036

National Bureau of Standards: Office of Technical Information and Publications Washington, D. C. 20234

National Cotton Council of America: Audio Visual Services, P. O. Box 12285 Memphis, Tennessee 38112

National Gallery of Art: Extension Service, Washington, D. C. 20565

National Society for the Prevention of Blindness, Inc.: Public Information Department, 79 Madison Avenue, New York, N. Y. 10016

National Tuberculosis and Respiratory Disease Association: 1740 Broadway, New York, N. Y. 10019

Office of Civil Defense: Audio-Visual Support Center, Fort George G. Meade, Maryland 20755

Office of Media Services: Films Librarian, Room 5819A, Bureau of Public Affairs, Washington, D. C. 20520

Permanent Mission of Malaysia to the United Nations: 845 Third Avenue, New York, N. Y. 10022

Post Office Department: Local Postmaster

Quebec Government House: The Film Officer, Rockefeller Plaza, 17 West 50th Street, New York, N. Y. 10020

Reynolds Metals Company: Motion Picture Services, P. O. Box 2346, Richmond, Virginia 23218

Richardson Wildlife Sanctuary, Inc.: 64 West Road--Dune Acres, Chesterton, Indiana 46304

Scientific Film Company, Inc.: 909 East 31st Street, La Grange Park, Ill. 60525

Sears-Roebuck Foundation: Audio-Visual Division, 7435 Skokie Boulevard, Skokie, Illinois 60076

Shell Film Library: 450 North Meridian Street, Indianapolis, Indiana 46204

Smithsonian Institution: Audio Visual Services, Office of Public Affairs, Museum of History and Technology, TV Studio, Washington, D. C. 20560

Social Security Administration: Nearest Social Security District Office

Soil Conservation Service: Motion Picture Library, Regional Technical Service Center, Room 503, 134 South Twelfth Street, Lincoln, Nebraska 68508

Steel Founder's Society of America: Westview Towers, 21010 Center Ridge Road, Rocky River, Ohio 44116

Swedish National Travel Office: Scandinavia House, 505 Fifth Avenue, New York N. Y. 10017

Tennessee Valley Authority: Film Services (Information Office) Knoxville, Tennessee 37902

Turkish Tourism and Information Office: 500 Fifth Avenue, New York, N. Y. 10036

Union Pacific Railroad: Department of Agricultural Development, 1416 Dodge Street, Omaha, Nebraska 68102

Underwriters' Laboratories, Inc.: Chicago, Illinois 60611, 207 East Ohio Street, Melville, Long Island, New York 11749

Union Pacific Railroad: Motion Picture Bureau, 1416 Dodge Street, Omaha, Nebraska 68102

United Arab Republic Tourist Office: 630 Fifth Avenue, New York, N. Y. 10020

United States Atomic Energy Commission: New York Operations Office, Public Information Service, 376 Hudson Street, New York, N. Y. 10014

United States Bureau of the Census: Records Management Section, Jeffersonville, Indiana 47130

United States Civil Service Commission: Post Office and Court House Building, Boston, Massachusetts 02109

United States Coast Guard: Commander, J. F. Kennedy Building, Government Center, Boston, Massachusetts 02203

United States Geological Survey: Information Office, Washington, D. C. 20242

United States Savings Bonds Division: United States Treasury Department, Washington, D. C. 20226

United States Steel Corporation: Birmingham Film Center, Box 599, Fairfield, Alabama 35064

United States Steel Corporation: 71 Broadway, New York, N. Y. 10006

United World Free Film Service: 221 Park Avenue South, New York, N. Y. 10003

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